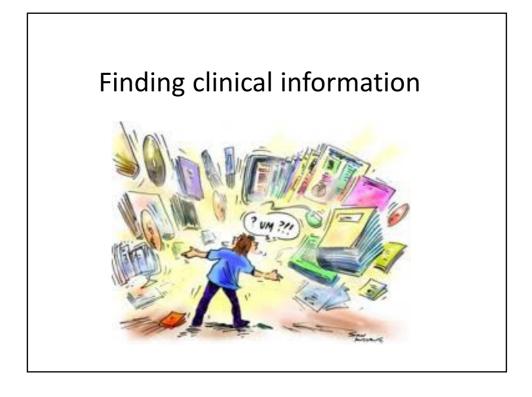


Teaching Evidence Based Medicine

Nia Wyn Roberts Bodleian Health Care Libraries







- Encourage participation at the start of a session
- Gives you an idea of their current knowledge?
- Learning point:
  - illustrates the variety of resources available
  - opportunity to point out the pros / cons of different resources
- If no one mentions Google you need to work harder
- For non-clinicians use question from everyday life

   planning a holiday, choosing a smartphone etc...

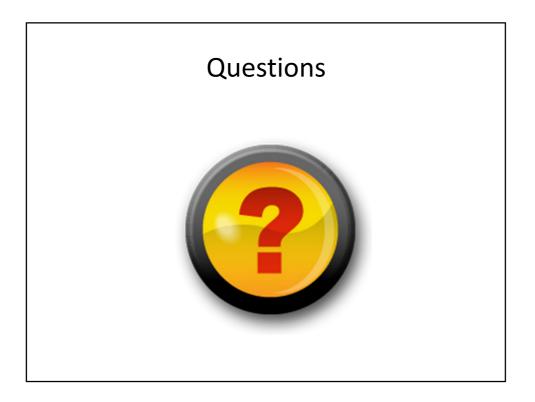
#### Clinical scenario: Formulating search questions

- Real clinical cases
  - From clinical rounds / consultations
  - Journal clubs
  - Online video clips

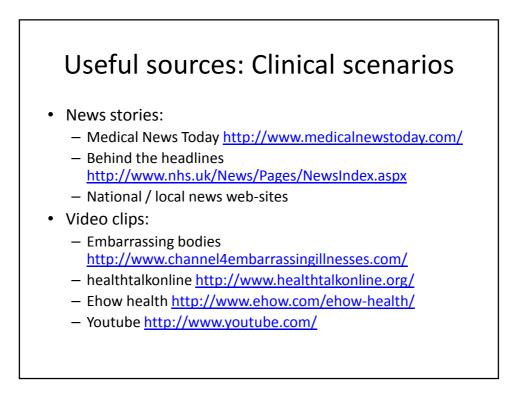
#### • News stories

- Newspapers, news web-sites
- Blogs / twitter
- Journal web-sites In the news





- Get people to think of searching as related to patient care
- Make searching relevant to day to day work
- Less threatening than starting off asking people to think of their own questions
- Get people thinking there may be more than 1 question to ask







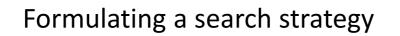
- Get people out of the habit of using only 1 or 2 resources
- Opportunity to discuss pros / cons of different resources
- Introduce participants to point of care search tools e.g. research synopses & evidence syntheses
- Publicise what the organisation pays for



- 1. TRIP <u>http://www.tripdatabase.com</u>
- 2. PubMed Clinical Queries http://www.pubmed.gov
- 3. Google <u>http://www.google.co.uk</u>
- 4. GoogleScholar http://scholar.google.co.uk
- 5. Wikipedia <u>http://en.wikipedia.org</u>
- 6. NICE Evidence Search http://www.evidence.nhs.uk

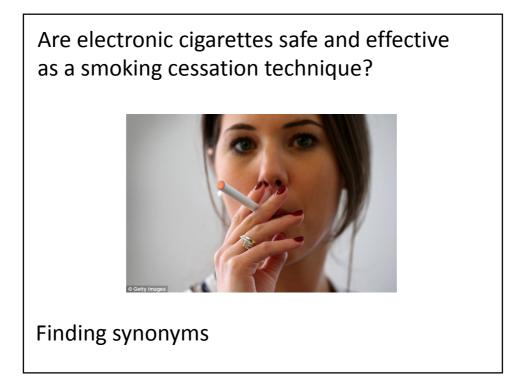
# Useful resources: Subscription-based <a href="http://solo.bodleian.ox.ac.uk">http://solo.bodleian.ox.ac.uk</a>

- 1. Cochrane Library (free in UK)
- 2. Point of care information tools
  - 1. Best Practice, Clinical Evidence, DynaMed, UpToDate...
- 3. Bibliographic databases
  - 1. CINAHL, Embase, Medline, PsycINFO, Scopus...
- 4. Electronic text-books



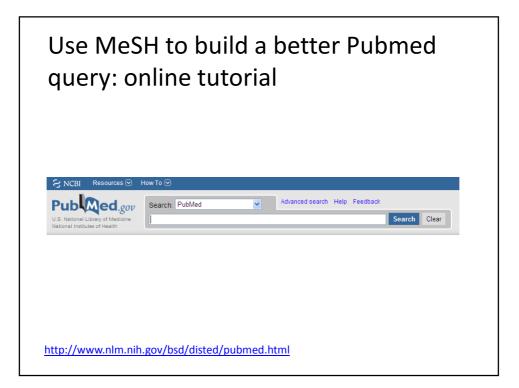
- P = Patient, Population, Problem
- I = Intervention
- C = Comparator, Control
- O = Outcomes
- S = Study type

Could also be PICOT, PECO, PECOT, PECOS, ECLIPSE, SPIDER....or none of the above



| P   | And I  | And  |
|---|--|--|
| SMOKER<br>OR<br>SMOKING<br>CR<br>TOBACCO<br>USE<br>OR<br>AICOTINE<br>DEPENDENCE | ELELTRONIC<br>CIGARETTES<br>CR<br>E-CIGS<br>CR<br>ECIGS<br>OR<br>BLJCIGS | CESSATION<br>CR<br>QUITTING<br>GR<br>STOPPING<br>CR<br>SAFETY<br>OR<br>HARMS |

- Getting people thinking about using and combining words
- People working together to balance out different language abilities and backgrounds
- Initial brainstorm on post-it notes/cards
   Add/remove terms as you finalise strategy
- Take it from simple search to a systematic review search



- Allows you to teach a mixed group using a blended learning approach
- Ideal for distance learning
- Self-paced learning allows participants to focus on what they want to know
- Introduce participants to resources they can use after the session to help them with searching

## Useful online tutorials

- Finding the Evidence videos http://www.cebm.net/index.aspx?o=1038
- PubMed tutorials
   <u>http://www.nlm.nih.gov/bsd/disted/pubme</u>d.html
- Cochrane Library
   <u>http://www.thecochranelibrary.com/view/0/HowtoUse.html</u>
- YouTube literature searching <u>http://www.youtube.com/</u>



