

Clinical Question Conference

Student Background and Instructions

Objectives:

1. Perform an effective literature search to answer the clinical question. (4.5)
2. Appraise medical literature for its content and quality. (4.5)
3. Apply the medical literature to direct the care of an individual patient and counsel the patient regarding these efforts. (4.5, 2.5)
4. Demonstrate an ability to confidently and efficiently present the obtained medical literature to a group of peers and other physicians. (3.6, 5.2)

Student Background:

The practice of evidence-based medicine is a crucial skill to have in order to practice safely and effectively in every medical career. This presentation will follow the evidence-based medicine model of Ask, Acquire, Appraise, and Apply.

This presentation is designed to assess your ability to form a relevant and interesting clinical question regarding a patient you are caring for and demonstrate the ability to perform an effective literature search to find evidence regarding your clinical question. In addition, it is designed to assess your ability to critically appraise the cited articles and apply the acquired evidence to your particular patient. This is a critical skill to develop now as it will help you practice evidence-based medicine throughout your future career.

Presentation Instructions:

This presentation will be completed during the third week of one inpatient month on the Internal Medicine clerkship. You will be assigned a site and date at the start of the clerkship. You are expected to identify a patient for whom you are caring in order to complete this presentation. You may use the student form to help document your clinical question, appraisal of the literature, and how you will apply the evidence to your patient. This form should be your guide to creating your presentation. Please also review the evaluation form to maximize your ability to perform well on this presentation. The presentation will be given during a Clinical Question Conference which will be attended by the students presently rotating at your inpatient site and two grading faculty members. The presentation should be approximately 5-10 minutes long and may or may not include a power-point; please do not exceed 10 minutes. Your faculty graders will time you to make sure you can complete this in the appropriate window. If you choose to use a power point, below is a suggested template of the number of slides to use in order to avoid going over your designated time:

- 1 slide of background on the patient
- 1 slide of high yield information
- 1 slide of PICO question (ask)
- 1 slide of search strategy and study selection (acquire)
- 1 slide of methods (assess)

- 1 slide of analysis and application to current patient (apply)
- 1 slide of conclusion

Please note that if you choose to present more than one study, which is perfectly acceptable you can repeat the assess and apply slides, but please be sure to stay within the designated time frame.

Assessment:

A grading rubric has been developed to evaluate this presentation. There are five components: Ask, Acquire, Appraise, Apply, and Presentation Quality. A student may score needs remediation (1 point), below expectations (2 points), meets expectations (3 points), or exceeds expectations (4 points). A total of 20 points are achievable for this assessment.

Faculty members have been instructed to grade students based on their ability to achieve each particular point. They are expected to complete the evaluation form directly following each student presentation and make comments as appropriate. If time allows, faculty have been instructed to review the form with each individual student at the end of the session; if this is not possible due to time constraints you may review the evaluation after it has been submitted to Debi Kurcab.

Each grading faculty member will complete the evaluation form independently and the scores will be averaged for the final grade. This presentation will account for 5% of the overall clerkship grade.

Resources:

This is a complete list of the JAMA articles on how to evaluate particular article types:

https://www.hopkinsmedicine.org/gim/training/Osler/osler_JAMA_Steps.html

Duke Online Evidence-Based Medicine Tutorial

<https://guides.mclibrary.duke.edu/ebmtutorial>