

# Teaching, Leading, Practicing EBM

## Duke University Program on Teaching Evidence-Based Practice

**Curriculum Description:** The translation of evidence into best possible patient care requires a unique set of leadership, teaching and practice skills. This 4-day, intensive workshop is intended to provide the groundwork to those who wish to improve their ability to teach, lead and practice evidence based care. The workshop will use the following educational strategies:

- **Case and Problem-Based Learning:**  
Allows the learner to put the knowledge, skills and attitudes into context
- **Learner Centered Strategies**  
Requires the learner to do a self-assessment of their learning needs Allows the learner to maximize use of faculty and conference resources to meet their individual needs Faculty will assist in helping participants assess their needs and learning goals
- **Skills Practice**  
Active learning requires each learner to struggle with skills and knowledge through practice Allows the learner to try new skills in a mentored, safe environment and get feedback on performance
- **Mentorship and Role Modeling**  
Allows the learner to benefit from the experience of the faculty  
Small groups link learners to a team of faculty mentors throughout the conference

**Teaching Settings:** The conference has the following teaching settings:

**Large Group Sessions (in Red on the schedule):** These sessions are run by the faculty in order to cover core curriculum and also to model teaching strategies for the group.

**Small Group Sessions (in Blue on the schedule):** These sessions are based on a model of small group, facilitated learning. The curriculum for small group is set based on the learning needs of the participants. Each participant will be expected to take responsibility for a portion of the learning time. Small Group faculty will assist and mentor participants in preparing for and carrying out their part of a session. Participants can select from the following choices:

1. **Teach a portion of a session:** Those having a primary teaching role may wish to practice teaching a session of EBM (e.g. go over a case + paper, review a study design).
2. **Lead a discussion on EBM Concepts:** Participants can facilitate discussion of a particular topic of clinical interest within the EBM framework. Specifically, highlighting one or more parts of the EBM cycle.
3. **Discuss a clinical challenge:** Participants with a primary clinical leadership role may wish to review a clinical challenge that is present in their home setting and facilitate discussion regarding the evidence and how one might use evidence to change practice.

**Concurrent Sessions – Self Study Time (in Grey on the schedule):** During the afternoons, there are 2 to 3 hours each day set aside for self directed study. During this time, participants may choose to access information resources, read, prepare themselves for the sessions or participate in concurrent learning opportunities of their choice. A Computer Lab is available for all participants during the workshop.