



EDUCATIONAL INTERVENTIONS TO TEACH EVIDENCE-BASED PAEDIATRICS: INNOVATIONS AND SUSTAINABILITY

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The aim of the paper is to define and propose innovations ensuring sustainability of an undergraduate evidence-based course in paediatrics that has long been delivered at a bench-to-bedside learning platform with the use of a blended learning model. 5-year experience has shown that live clinical scenarios are an effective way to support practical uptake of evidence based medicine knowledge and skills. In concert with the recent published literature it is effective to work in collaborative teams comprising clinical teachers and competent medical librarians. Much attention should be paid to motivation, creative thinking development and personal commitment of the training staff.

SWOT (Strengths — Weaknesses — Opportunities — Threats) analysis was used to reveal above all weaknesses of the project from a long-term perspective. Its results helped delineate a set of complex measures to contribute to sustainability of the existing case-based paediatric course in the general medicine curriculum. For implementation of the proposed solutions we used corresponding methods, such as: (1) database creation with easy online update; (2) standard methodology of epidemiological study designs; (3) available IT tools for e-mentoring; (4) modern principles of adult teaching and learning; (5) usage of subject categories in website development.

The innovations have been defined and carried out to ensure further sustainability and increase viability of the course, i.e. (1) development of online database containing virtualized paediatric patient cases completed by undergraduate medical students with a standard structure including a clinical question and relevant critically appraised journal articles; (2) introduction of a web study workshop to help students understand a hierarchy of clinical evidence before critical appraisal; (3) continuous management of updated web-supported self-instructional materials for training of trainers; (4) e-mentoring provided by clinician-teachers and medical librarians; (5) improvement of fulltext medical information resources delivery.

A set of supportive innovative features seem to be robust enough to ensure long-term viability and eligibility of the existing case-based approach to teaching evidence-based undergraduate courses in paediatrics.

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