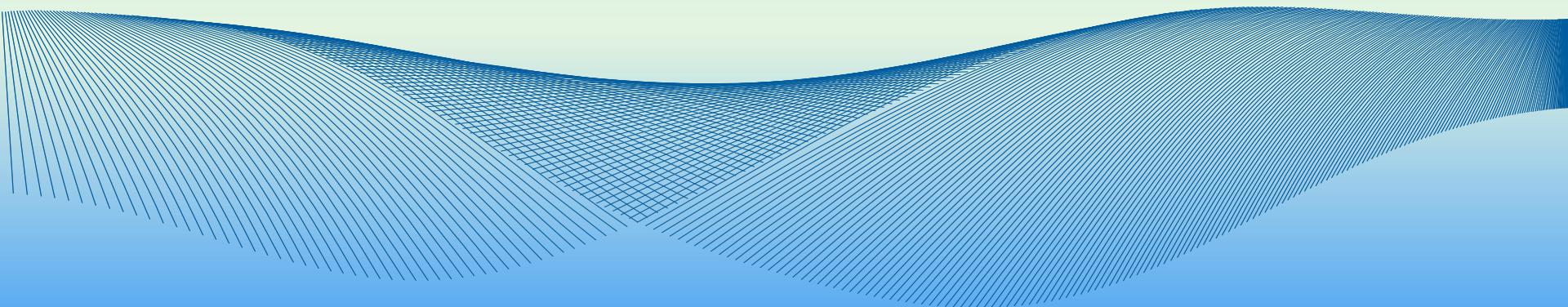
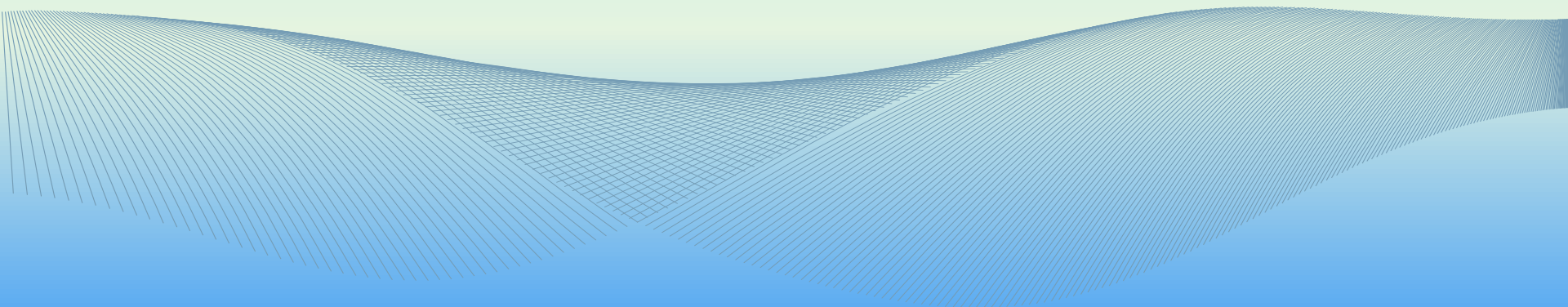


# The McMaster Experience: Learning How to Teach Evidence-Based Clinical Practice

Edith Starbuck, MLS  
University of Cincinnati  
Health Sciences Library



# McMaster University

- Birthplace of Evidence-Based Clinical Practice
  - Intellectual center of Evidence-Based Clinical Practice (EBCP) worldwide
  - Workshop held annually for over 15 years
  - Participants and instructors come from around the world
- 

# Workshop Objectives

- To help participants learn how to teach Evidence-Based Clinical Practice (EBCP) using a variety of educational models
- To help participants advance their critical appraisal skills,
- and their skills in acknowledging and incorporating values and preferences in clinical decision making

Terror

Fear

Anxiety

**Learn how to teach evidence-based clinical practice**

A photograph of a modern university building with a large glass facade and a group of people walking on the plaza in front of it. The building has a prominent glass section that is slightly angled. The plaza is paved and has some metal railings. There are several people walking, some in white shirts and others in casual attire. The sky is clear and blue.

**How To Teach Evidence-Based Clinical Practice Workshop**

# Daily Schedule

8:45 - 10:30

Large Group Sessions

10:45 - 12:45

Small Group Session

1:00 - 3:45

Individual Study / Computer Lab Time

4:00 - 6:00

Small Group Session

# Presentation Day!



# Feedback

- Throughout presentation
- “Time out”
- Self-evaluation first
- Evaluation from each member of the group

Was it Worth It?

**Absolutely!**


Registration for the 2011 workshop  
is now open:

<http://ebm.mcmaster.ca/>

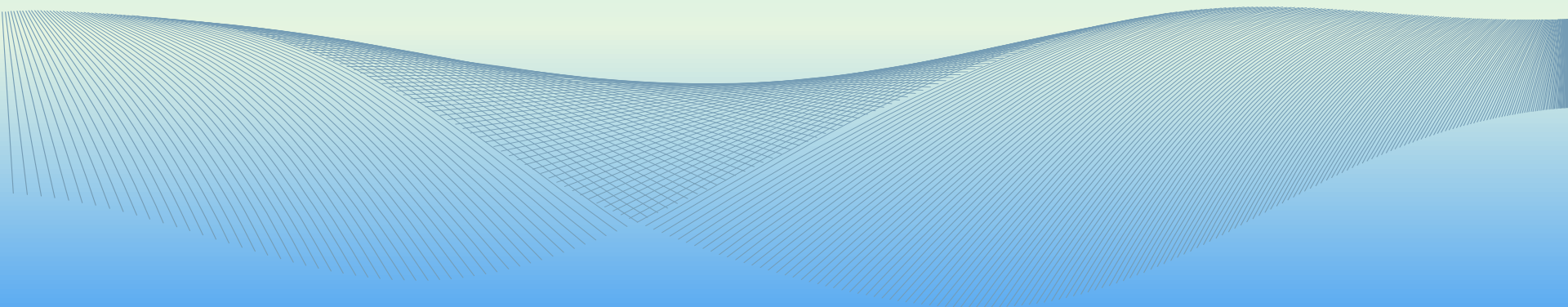
# Presentation Teaching Techniques

- Interactive
- Used the board
- Requested volunteers to read scenario & write on the board
- Divided “students” into small groups to do an assignment
- Each group reported back

# More Teaching Techniques

- Pick ONE thing to teach; don't try to do everything
  - State objectives - teach - return to the objectives
  - Start with a scenario
  - Use common day language and examples
  - Keep it timely, pertinent
- 

# Teaching Techniques Learned

- Ask for volunteers to: read, write, and/or role play
  - When role playing, get the audience to tell you what they saw
  - Coach learners: “sounds like you’re asking...”
  - Divide learners into small working groups
- 
- A decorative graphic at the bottom of the slide consisting of multiple thin, overlapping lines that create a wavy, textured effect. The lines are light blue and white, and they curve across the bottom of the slide.