

# Save The Date

## Coming to Saskatoon...

### May 7 & 8, 2010

(Friday & Saturday)

Hilton Garden Inn, Saskatoon, SK

Limited Registration Space



# Evidence-Based Medicine Information Mastery Course

## A Practical Approach to Evidence Based Medicine for Clinicians and Teachers

With guest facilitators from:



**Tufts University School of Medicine / Tufts Health Care Institute (Boston, MA)**

Allen F. Shaughnessy, PharmD, Professor, Department of Family Medicine, Tufts University School of Medicine  
David C. Slawson, MD, Professor and Director, Center for Information Mastery, Department of Family Medicine, University of Virginia School of Medicine  
{Preliminary Local Planning Committee: Mark Lees, Tessa Laubscher, Malina Markovski, Lilian Thorpe, Penny Davis, Mavis Procyshyn, Loren Regier}



### Jointly Sponsored by:

- ♦RxFiles Academic Detailing Program
- ♦Continuing Professional Learning, College of Medicine, U of S



### Course Description

- ♦This is a highly interactive program comprised of plenary presentations, breakout discussion and hands-on exercises. You will learn practical and user-friendly methods to find, evaluate and use the best evidence when caring for patients.

### Course Goal & Objectives

- ♦To help learners acquire the core concepts and skills of information mastery – i.e., to find, evaluate and apply the best evidence for everyday practice.
- ♦Educational objectives: at the conclusion of the course, learners should be able to:
  - Identify & validate patient-oriented evidence that matters (POEMS)
  - Evaluate a research study for validity and relevance in relation to diagnostic testing and treatment
  - Evaluate practice guidelines and other expert-based resources
  - Use computer-based sources of medical information and searchable databases to obtain and apply valid relevant, state of the art information at the point of care
  - Identify barriers and solutions to implementing evidence-informed care in their own practices

### Accommodation: Hilton Garden Inn, Saskatoon

- A block of rooms for May 6, 7 & 8 has been reserved at a rate of \$169/night until April 13, 2010. Phone: 306-244-2311.  
<http://hiltongardeninn.hilton.com/en/gi/hotels/index.jhtml?ctyhocn=YXESDGI>

- ⇒ Days will begin at 8:00am and end at about 5:15 (tentative)
- ⇒ More information on course outline coming soon
- ⇒ Accreditation for family physicians, pharmacists forthcoming
- ⇒ This is a very unique opportunity as the course is making a guest appearance in Saskatchewan after conducting >12 such courses at Tufts University School of Medicine in Boston.
- ⇒ Participants are requested to bring a **laptop** computer if possible.

### Registration Form

**Registration will be confirmed upon receipt of payment.**  
(Spaces are limited due to interactive nature of workshop.)

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Degree: \_\_\_\_\_ Title: \_\_\_\_\_

Department/Organization: \_\_\_\_\_ Practice Specialty: \_\_\_\_\_

Academic Role, if any: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Payment Type:  Cheque Email: \_\_\_\_\_

MasterCard  Visa

Credit Card # \_\_\_\_\_

Expiry Date \_\_\_\_\_

### 2 Day Course Fee: \$ 180.00

- ♦ Make cheques payable to: Continuing Professional Learning
  - ♦ includes all sessions, materials, lunch, refreshment breaks
  - ♦ Fees include 5% GST. Registration #: 11927 93313 RT
  - ♦ Cancellation fee: \$75.00 until April 9<sup>th</sup>. No refunds after April 9<sup>th</sup>.
- Are you able to bring a computer with wireless access?  Yes  No

Send to: Continuing Professional Learning, Box 60001 RPO University, Saskatoon, SK, S7N 4J8. Fax: (306) 966-7673; Tel: (306) 966-7795

## **Guest Faculty**

**David C. Slawson, M.D.** is the B. Lewis Barnett, Jr. Professor of Family Medicine and Vice Chair for Academic Affairs for the Department of Family Medicine at the University of Virginia Health System in Charlottesville, Virginia. He is the Director of the Faculty Development Fellowship Program for the Department of Family Medicine and holds a joint appointment as Professor in the Department of Public Health Sciences. Dr. Slawson is a graduate of the University of Michigan School of Medicine and completed his postdoctoral training in Family Medicine at the University of Virginia. His greatest accomplishment and hardest job is being the father of four children, including 12-year-old triplets and a teenage daughter.

**Allen F. Shaughnessy, PharmD**, is Professor of Family Medicine at Tufts University School of Medicine and Faculty in the Tufts University Family Medicine Residency Program at Hallmark Health, Malden, MA. He received his doctor of pharmacy degree from the Medical University of South Carolina and is a Board Certified Pharmacotherapy Specialist and a fellow of the American College of Clinical Pharmacy. He has completed fellowships in faculty development and in primary care health policy development. Dr. Shaughnessy has written over 120 papers in the areas of pharmacology, family practice education, prescription-writing, and medical information management.

Drs. Slawson and Shaughnessy were awarded the 2002 Society of Teachers of Family Medicine Innovative Program Award for their work together in developing the Information Mastery curriculum.

**Information Mastery: A Practical Approach to  
Evidence-Based Medicine  
Hilton Garden, Saskatoon, SK**

**Day 1, Friday, May 7, 2010**

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**8:00 a.m. Welcome and Introductions**

**8:15 a.m. Introduction to the Ideas of Information Mastery (lecture, interactive)**

*Objectives* – Enable participants to:

1. Define concepts related to information mastery.
2. Explain the rationale for developing skills to manage information for clinical practice.

**10:00 a.m. Break**

**10:15 a.m. Is It True? Evaluating Research about a Therapy (lecture, interactive)**

*Objectives* – Enable participants to:

1. Apply a Usefulness Equation to determine an article's relevance and whether to validate a particular source of information.
2. Discriminate among research studies based on relevance, validity, generalizability, and other variables.

**12:00 p.m. Lunch**

**1:00 p.m. Don't Panic: Basic Statistics You Can Understand (lecture, interactive)**

*Objectives* – Enable participants to:

1. Define common statistical terms.
2. Interpret statistics relevant to clinical research and information.
3. Differentiate between a statistically significant result and a clinically significant result.

**2:20 p.m. Break**

**2:45 p.m. Obtaining Useful Information from Secondary Sources (lecture, interactive)**

*Objectives* – Enable participants to:

1. List several different point of care information sources.
2. Describe a strategy for evaluating the quality of different secondary information sources.

**4:00 p.m. Hands-on Practice: Useful Tools for Hunting for Answers (lecture, interactive)**

*Objectives* – Enable participants to:

1. Identify and utilize resources for finding information at the point-of-care.
2. Evaluate the quality of the resource and the information presented.

**5:15p.m. Day 1 Adjourns**

**Homework: 10-minute Reflection Exercise**

## Information Mastery: A Practical Approach to Evidence-Based Medicine

**Day 2, Saturday, May 8, 2010**

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**8:15 a.m. Welcome, Questions/Reactions from Day 1**

**8:30 a.m. Using “Medical Poetry” to Reduce Health Disparities (lecture, interactive)**

*Objectives* – Enable participants to:

1. Explain "lead time bias" and its effect on test interpretation.
2. Describe how quality can be improved and costs decreased at the same time.

**9:30 a.m. Is It True? Evaluating Research about Diagnostic Tests (Part 1) (lecture, interactive)**

*Objectives* – Enable participants to:

1. Assess the odds and probabilities in the diagnostic process.
2. Distinguish the technical precision of a test from its clinical precision.
3. Evaluate the validity of test results.

**10:05 a.m. Break**

**10:20 a.m. Is It True? Evaluating Research about Diagnostic Tests (Part 2)**

**11:00 a.m. Taking the Right STEPS to Avoid Fallacies of Decision-Making (lecture)**

*Objectives* – Enable participants to:

1. Describe the STEPS mnemonic and how it can be used to evaluate the usefulness of new medicines.
2. List 3 or more fallacies of logic that can undermine decision-making.

**12:00 p.m. Lunch**

**1:00 p.m. Hands-on Demonstration: Evaluating “Foraging” Tools for Keeping Up with New, Relevant, and Valid Information) (lecture, interactive)**

*Objectives* – Enable participants to:

1. Identify several different tools for keeping up with the medical literature.
2. Evaluate several different tools with regard to their scope and manner of choosing articles.

**2:15 p.m. “Experts”: The Reviews They Write, The CME They Give (lecture, interactive)**

*Objectives* – Enable participants to:

1. Draw upon appropriate expert resources when preparing to present information.
2. Derive value and avoid weaknesses when utilizing expert sources including knowledgeable individuals, review articles, CME, and guidelines.

**3:00 p.m. Break**

**3:10 p.m. Evaluating Practice Guidelines (lecture)**

*Objectives* – Enable participants to:

1. Define “consensus-based” and “opinion-based” guidelines.
2. Contrast “evidence-linked” with “evidence-based” guidelines.
3. List the criteria for identifying a good practice guideline.

**4:00 p.m. Hints and Tips for Teaching EBM via Information Mastery (lecture)**

*Objectives* – Enable participants to:

1. Describe common problems and solutions associated with teaching information mastery concepts and techniques.

**5:00 p.m. Course Adjourns**