AAHSL Education Research Task Force
Annual Report
October 13, 2009

The Education Research Task Force completed its gathering and analysis of literature on the topic of education research with a brief synopsis of the results of the literature survey on efforts to teach information skills in the medical school curriculum.   As a result of discussions with AAMC and in response to their interest in the literature analysis project, Jerry and Jo will produce a more detailed manuscript to be submitted for formal publication, and a brief summary for RIME.

In response to the March meeting with Brownie Anderson of AAMC and continuing conversations with her, Rick Forsman achieved an agreement to submit a set of possible joint research questions to the RIME National Steering Committee for brief discussion at its 2009 business meeting in Boston (AAMC) To further this process the Task Force reviewed the set of questions (see attachment 1.) There was agreement to focus on those relating to outcomes of learning essential skills in EBP information competencies. Rick Forsman and Jerry Perry are working with Gretchen Guiton, the Chair of the Western RIME region, to refine the questions before they are formally submitted.

The Task Force will explore the potential to use AAMC survey instruments as a means to gather new data on library related teaching efforts across medical schools. Long term, the task force agreed that a future thrust of AAHSL in this area should be to develop a survey instrument and determine with RIME and AAMC who it goes to, then to develop a research study in partnership with RIME and/or AAMC based on the results of the study.

The Task Force also agreed that a new Task Force should be convened conduct and oversee the study and its results.

Task Force members met during the MLA annual meeting in May, and will meet again in November.

Submitted by: Karen Brewer

Education Research Task Force members:

Karen Brewer, Chair
Eric Albright
Jo Dorsch
Jerry Perry
Pat Thibodeau
Cynthia Robinson, Board Liaison
Rick Forsman, Project Manager

EBM Questions

1. What are the barriers to effective EBM training and use in practice

2. How and where in the curriculum nationally is EBM taught in medical education (national survey)

3. Is there skill degradation after residency and how is it detected, why does it occur

4. What is success in using EBP in the clinical setting

5. How can you evaluate EBM sill in a portfolio system

6. Are there common skill gaps in EBP that need to be identified; can they be self identified

7. What is most effective teaching modality for EBM training; what is not effective

8. What is most effective evaluation methodology for EBM knowledge and skill in undergrads (OSCE; self assessment) and in practitioners (clinical outcomes; change in practice behavior)

9. What are the core competencies for good EBM practice

10. How can we use technology (EMR systems) to assess use of best evidence in patient care decision-making by individual practitioners

11. What are best practices in teaching EBM

12. What are the core competencies in learning EBM in knowledge; skills and attitudes

13. What are measurement benchmarks for competency in EBM

14. Does integration of EBM into COM curriculums have a measurable impact on the behavior of practicing physicians post residency? in other words, we make the assumption if we teach EBM it will change behavior and impact the decision making process in the clinical setting. Can we prove this?

Other Questions

15. What is the effect of point of care resources on clinical practice and learning

16. How do residents and attendings go about continuing to learn new basic and cognate sciences to apply to clinical practice, and are they applied

17. Develop a better ontology for indexing and searching the medical education literature

18. Would multi-site longitudinal studies to comparatively evaluate effectiveness of UME training for actual use in clinical practice in residency be possible