

TEACHING PUBMED: AN ITALIAN ACADEMIC HOSPITAL EXPERIENCE

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INTRODUCTION

Several articles have described the importance of exposing healthcare professionals to the paradigm of evidence-based medicine (EBM). Recognizing this, since 2006 to 2015 we have developed an advanced face-to face mini-course in PubMed for healthcare professionals consisting of one session lasting four hours in which health professionals learn to derive sequentially focused questions, search MEDLINE PubMed and retrieval articles.

In 2014 the Academic Hospital made the Moodle platform available to employees. Taking advantage of this opportunity, in 2015 we have implemented a PubMed online course as an extension of the face-to-face courses. Our aim was to provide healthcare professionals with additional materials (web-based homework) and tutorial activities that help them to deep into the concepts and subjects developed in the classroom. The purpose of this paper is to evaluate if blended support is more effective than the standard.

METHODS

In Moodle the available information within a course (for a specific subject) is organized in separate blocks for optimizing interactive learning/teaching with students.

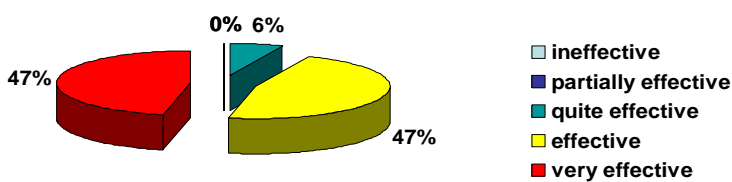
Healthcare professionals have up-to-date information about the different activities they have to carry out to follow the course. On the other hand, they can post questions and begin a debate about doubts and concepts learnt in the classroom. Teachers improve Moodle platform by implementing web-based tutoring (through a forum of discussion and a template guide) and assessment (through the delivery of a task). These works are used to enhance the healthcare professionals cognitive schema, helping them to construct their knowledge, and promoting the positive attitudes to discuss and cooperate with peers.

RESULTS

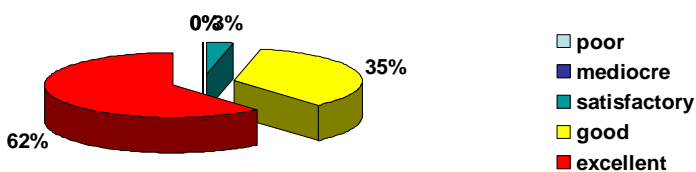
76 health professionals (25 doctors, 31 nurses, 5 technicians, 5 physiotherapists, 10 other healthcare professionals) completed the courses. 62 attended to the first standard way course and 14 to the second blended course. The higher Likert scale score (5) for relevance, quality and efficacy was achieved in the 59.7%, 61.3% and 46.8% respectively, for the 62 professionals that attended the first standard way course; for the 14 professionals that attended the blended course the results were higher, respectively 85,7%, 78,6% and 78,6 %.

STANDARD COURSE

Efficacy



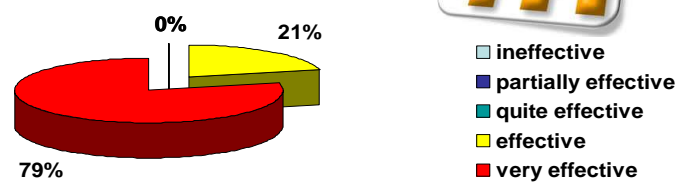
Quality



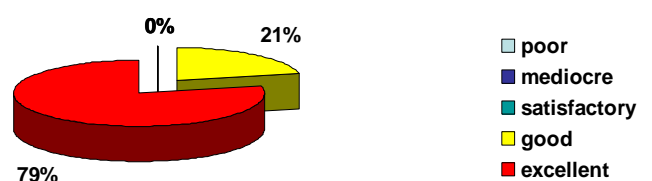
BLENDED COURSE

HTL HEALTH TEACHING & LEARNING

Efficacy



Quality



CONCLUSION

In conclusion this brief teaching intervention in EBM had a better perceived efficacy on health professionals than previous courses at our Academic Hospital. We believe that the key elements of this intervention are: 1. active involvement, 2. clinical relevance of exercises and 3. blended teaching. We'd like to continue with the blended course enhancing the evaluation tools.