

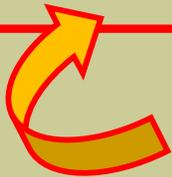
The Savvy Practitioner

A bulletin for practitioners and teachers of evidence-based practice.

“Many learners may be better served by teachers who assist them in finding answers by raising salient questions that can be answered with evidence.”

Target audience this issue:

- ✓ Classroom faculty
- ✓ Clinicians
- ✓ Faculty in general
- ✓ EIP core instructors
- ✓ Curricular administrators



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1/10/16
Issue 1

Hello and Welcome!

Life University is a member of the **Consortium of Evidence Informed Practice Educators (CEIPE)**. Our mission is to provide training and support to your institution and to help you as a faculty prepare your learners with the skills, knowledge and attitudes necessary to deliver evidence-informed health care. CEIPE maintains a web site, the Educator’s Exchange, which houses many free learning and teaching materials available to help you and your students/interns improve your EIP skills. If you wish to sign up to gain access to this closed website, contact rlefebvre@uws.edu and you will be sent an invitation to set a username and password.

In addition, this year we are starting a new initiative, the **Savvy Practitioner**, a periodic bulletin to help you develop your EIP skills and those of your students.

The Credo of The Savvy Practitioner bulletin

- ▣ **Keep it simple.** Content focuses on some specific aspect of EIP (a concept or micro skill), written in a simple, understandable manner.
- ▣ **Keep it short.** You are very busy, so the lessons will be limited to a single two page document. Longer pieces will be broken into multiple bulletins.
- ▣ **You are the audience.** The primary audience is CAM educators (not *primarily* EIP specialists). However, various bulletins will target subpopulations (e.g., administrators, clinicians, basic science faculty, faculty teaching clinical courses, and, yes, even EIP teaching faculty). See red box in the left hand column for targeted audiences:



Individual institutions may also wish to make the bulletin available to alumni, local field practitioners, or students.

- ▣ **Teach how to teach.** When appropriate, the bulletin will not only discuss a “micro-skill” necessary to search and interpret clinical research studies, but will also include Teaching Tips.

Help your students understand how to read and understand the research literature and where they can find good sources.

As classroom instructors, supervising clinicians, and practitioners, your goal is to prepare graduates to deliver the best available care to their patients. CEIPE's position is that health care at its best is an artful blending of clinical experience and expertise with the ever changing stream of clinical research evidence. And while the actual blend of the published and the personal will vary from individual to individual and from institution to institution, the skill set required to find the best available research evidence, understand the results, assess its quality, and apply it to a patient's needs are all teachable skills that require continuous cultivation. More flawed and poorly done research is published on an annual basis than is valid "game changing" evidence —and it is the savvy practitioner who learns how to distinguish between the two. (Ioannidis 2005, Prasad 2013)

Bottom Line for Health Care Educators

1. **If you are classroom teacher**, how are *your own skills* relative to keeping up with the literature and determining what information and evidence updates you want to include in your courses? Are you helping your students learn how to find and read the research in the area of your specific course content?
2. Are you annotating your notes, power point slides, and lectures when referring to research evidence by indicating its type, quality, and potential limitations?
3. **As a supervising clinician** do you occasionally have your students go to the research literature relative to patient care? If so, are you able to help them find the most trustworthy resources, help them distinguish good quality from the bad, and model how to blend what they found with clinical experience and the individual needs of the patient?
4. **As an administrator**, are you helping to shape your program so that teaching and applying these skills are re-enforced throughout the *entire* curriculum and are actually applied in clinical training settings?
5. **As an EIP instructor**, are you keeping up with your own knowledge of the field and continuously looking for methods and materials to help convey and cultivate what are arguably some very challenging skills?

If you fall into any of the above categories, CEIPE is here to help you. We hope that you find that the Educator's Exchange and the Savvy Practitioner are useful tools.

References

Ioannidis JPA (2005) Why most published research findings are false. PLoS Med 2(8): e124.

Prasad V, Vandross A, Toomey C. A decade of reversal: an analysis of 146 contradicted medical practices. Mayo Clin Proc. August 2013;88(8):790-798

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