



Information Mastery: A Practical Approach to Evidence-Based Medicine

Introductory Course—Day 1, Thursday, November 12, 2009

Sackler Room 114

Agenda

8:00 a.m. Welcome and Introductions

Tab 1

8:15 a.m. Introduction to the Ideas of Information Mastery

10:00 a.m. Break

Tab 2

10:15 a.m. Is It True? Evaluating Research about a Therapy

12:00 Noon Lunch & Exhibits

Tab 3

1:00 p.m. Don't Panic: Basic Statistics You Can Understand

2:20 p.m. Break, move to computer laboratory

Tab 4

2:45 p.m. Obtaining Useful Information from Secondary Sources

Tab 5

4:00 p.m. Hands-on Practice: Useful Tools for Hunting for Answers

5:00 p.m. Day 1 Adjourns

Homework: 10-minute Reflection Exercise



Introductory Course—Day 2, Friday, November 13, 2009

Sackler Room 114

Tab 6

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

Tab 7

8:30 a.m. Using “Medical Poetry” to Reduce Health Disparities

Tab 8

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

10:05 a.m. Break

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

Tab 9

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

12 Noon Lunch on your own

Tab 10

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

2:15 p.m. Break, return to meeting room

Tab 11

2:30 p.m. Experts: The Reviews They Write, The CME They Give

Tab 12

3:10 p.m. Evaluating Practice Guidelines*

Tab 13

4:00 p.m. Clinical Jazz: Harmonizing Clinical Experience and Evidence-Based Medicine

4:30 p.m. Debriefing about Teaching

5:00 p.m. Introductory Course Adjourns

Homework: 10-Minute Reflection Exercise

**Sessions designated for risk management credit*



Advanced Skills Course for Teachers—Day 3, Saturday, November 14, 2009

Sackler Room 114

8:15 a.m. Welcome: Overview of Course Goals

Tab 14

8:30 a.m. Curriculum Problems and Difficulties Teaching Information Management to Students, Residents, and Clinicians

Tab 15

9:15 a.m. Teaching Residents and Clinicians—Revitalizing Journal Club, What Works?

Tab 16

10:00 a.m. Teaching Students: The POEM Exercise

10:30 a.m. Break

Tab 17

10:45 a.m. Group Work: Sharing, Comparing Techniques for Teaching EBM

11:30 a.m. Large Group Discussion: Reports from the Small Groups

12 Noon Lunch

Tab 18

1:00 p.m. Teaching Students: The Information Mastery/Evidence-Based Medicine Theme at Tufts University School of Medicine

Tab 19

1:45 p.m. Teaching Residents: An Information Mastery Practicum: Distinguishing Quality from the Perception of Quality*

Tab 20

2:30 p.m. Creating Culture Change Using Evidence Clusters

3:00 p.m. Break

3:15 p.m. The Five-Chair Rumba: Determining Successes and Challenges to Providing Information Mastery Teaching at Home

4:30 p.m. Debrief and Conference Conclusion

5:00 p.m. Advanced Skills Course Adjourns

**Sessions designated for risk management credit*