Teaching Evidence Assimilation for Collaborative Healthcare

SECTION ON EVIDENCE BASED HEALTH CARE

Date: August 2-4, 2017
Place: The New York Academy of Medicine, 1216 Fifth Avenue (at 103rd Street), NYC 10029
Faculty: Internationally recognized speakers and faculty include:
• Ian D Graham PhD, Senior Scientist, The Ottawa Hospital Research Institute
• Jennifer Myers MD, Director CHIPS, University of Pennsylvania
• Reem Mustafa, MD, University of Kansas, Kansas City, MO; GRADE Working Group
• Marita Titler PhD, RN Associate Dean University of Michigan School of Nursing
• Craig Umscheid MD, Director, Center for Evidence-Based Practice, University of Pennsylvania

Schedule of events

The TEACH program is for physicians, nurses, pharmacists, administrators, librarians and other health care professionals. It utilizes small group learning supplemented by plenary sessions. Attendees may enroll in one of three levels. One group within Level #2 will concentrate on the GRADE system as well as on general issues of guideline development.

Level #1: Foundations of EBC
Participants of varying levels of prior training acquire and deepen basic evidence-based health care skills. The focus is on the care of individual patients.
Specific skills include:
• Narrative skills
• Problem delineation
• How to ask questions
• Finding the evidence
• Appraising the evidence
• Assimilating evidence

Level #2: Policies and Recommendations for EBHC
Participants learn how EBHC skills are applied to the development of national policies and learn how to adapt such policies for use in local settings.
Specific skills include:
• Problem delineation
• Finding/doing and appraising systematic reviews and guidelines
• Using the Grading of Recommendations, Assessment, Development and Evaluation system
• Adapting published guidelines for local use
• Communicating recommendations

Level #3: Implementing EBHC
Participants learn to combine EBHC skills with principles of organizational change and knowledge translation to maximize the value of research in system wide improvement initiatives.
Specific skills include:
• Problem delineation
• Prioritization, agenda setting
• Assembling the team
• Finding and using research evidence
• Implementation skills
• Measuring, monitoring, and sustaining effectiveness
• Effective use of IT, decision support

Inquiries: Not sure what track you should enroll in? Have other questions? Email ebmny@nyam.org, or call (212) 419-3610.

Tuition: Health Professionals: $1200
Health Professionals in Training and Librarians: $600

Registration: www.ebmny.org
The TEACH Design

Educational efforts in evidence-based practice achieve their stated goals only if they lead to changes in practice and improved patient outcomes.

The novel three-level framework of the TEACH program embraces three dimensions of intersection between research evidence and health care delivery:

- Care of individual patients
- Development of clinical policies and recommendations
- Scientifically sound care improvement within specific healthcare settings.

Skill development in these areas empowers workshop participants to develop a culture of responsiveness to evolving knowledge from research and to maximize the quality of care within their institutions.

The three levels of the TEACH conference encompass successively more advanced applications of a single skill set:

- Problem delineation
- Formulating questions to link problems with relevant research
- Selecting and using appropriate electronic resources
- Critically evaluating scientific validity and applicability of research to practice
- Assimilating research into practice
- Assessing the impact of evidence assimilation on effectiveness

Participants work in multidisciplinary team to acquire and improve relevant skills and actively plan programs for implementation in their own practice settings.

Enrollees from care entities participating in the TEACH program receive tuition discounts and on-going educational support for up to a three-year period. The TEACH faculty includes recognized authorities in the three target areas of EBP. During the workshop, these experts work with participants, both individually and as small group facilitators.

Participants are able to acquire and improve relevant skills while planning programs for implementation in their individual practice settings.

Frontier Innovations

The TEACH conference draws on innovations emerging from over a decade of education research and development on the part of the Section on Evidence Based Health Care of the New York Academy of Medicine. These include the integration of narrative medicine and evidence based practice skills. These tools serve to maximize the value of research in problem solving and enhancing the effectiveness and appropriateness of care.

Online learning and preparatory support tools are available to participants in all three tracks prior to and during the workshop. Participants from enrolled care centers retain ongoing access to the interactive website, and to applications that facilitate the development of on-site care and training initiatives.

The TEACH Conference has limited enrollment. Register now at ebmny.org!