

**Participant Planning Guide:  
(Or how to get the most out of this conference!)**

Here is exactly what we would like you to do to get ready for this workshop:

1. **Think about your learning goals.** Due to the learner-centered nature of the small groups, you will get the most out of the conference if you have assessed your learning needs and specific goals prior to conference time.
2. **Think about your teaching and practice setting.** Try to identify a specific patient, clinical scenario, or teaching dilemma that has challenged you recently. We will use YOUR cases, YOUR teaching settings, and YOUR clinical questions as much as possible in the conference.
3. **Review the materials in advance.** The course schedule and materials will be posted on the workshop website one month before the conference.  
[www.mclibrary.duke.edu/training/courses/ebmworkshop/](http://www.mclibrary.duke.edu/training/courses/ebmworkshop/)
4. **Go to your library or via electronic resources, pull at least one paper you would be interested in reading and learning from.** Not only will you be finding material for conference consideration, you will also be identifying what resources you have at home and what barriers there might be to your getting papers when you need them. Remember, in the end, our job is to help you be successful *at home* (not just at the conference). Therefore, if you know about your resources and barriers, we can be most helpful when you are here.
5. **Be excited (no stress, please!).** The best thing about EBM is that it can be so much fun. We hope that you will review these materials with eager excitement in anticipation of the Spring EBM conference. We are fully aware of the probability that each of you is very busy without much extra time to prepare for this conference. We do not mean to add to your 'to-do' list. However, if you simply pull a paper or two, we will be able to hit the road running in small group. While we will review many different resources, we want to be sure that we spend some time reading original literature to practice the critical appraisal process.
6. **Don't be shy.** Please do not hesitate to contact us with questions or concerns. Contact information is on the website at  
<http://www.mclibrary.duke.edu/training/courses/ebmworkshop>

## **Workshop Overview and Participant Expectations:**

### **Large Group Sessions:**

These sessions are run by the faculty in order to cover core curriculum and also to model teaching strategies for the small groups.

### **Small Group Sessions:**

These sessions are based on the model of a small group for facilitated learning. The curriculum for the small groups is based on the learning needs of the participants. Each participant will be expected to take responsibility for a portion of the learning time.

There are 7 two-hour small group sessions with 7-8 participants in each small group. In planning for your teaching time, participants might want to think about using 15 to 30 minutes. Two faculty tutors and a tutor-trainee, all of whom will assist and mentor participants in preparing for and carrying out their part of the session, will facilitate small groups. Participants should plan to do one of the following during the small group sessions:

- **Teach a portion of a session** – Those with a primary teaching role may want to practice teaching a session based on a case and paper, a review of a study design, or a review of important measurements of results.
- **Lead a discussion on EBM Concepts** - Participants can facilitate discussion of a particular topic of clinical interest, specifically framing it within one or more of the parts of the EBM Evidence Cycle.
- **Discuss a clinical challenge** – Participants with a primary clinical leadership role may want to review a clinical challenge and facilitate discussion regarding the evidence and how one might use evidence to change practice.

### **Preparation for small group:**

- Think about personal learning goals and expectations for the workshop; be prepared to share these with your small group.
- Think about current clinical problems or “hot topics” for your teaching session.
  - Identify possible articles to use for your learning needs. (Additional articles will be provided in the Workshop Materials.)
  - Identify issues or concepts within the EBM process that you would want to use as topics for your small group activity.

### **Self Study Time:**

This time is set aside for your own learning pursuits and as time to prepare for your small groups. There will be numerous short courses focusing on searching the literature and managing information. In addition, there will be a computer lab and other designated spaces set aside for independent research and for informal discussions and one-on-one consultations on specific issues related to your understanding of the concepts and process of EBM. Medical Librarians will be teaching the short classes and will be available in the computer lab to offer additional help.