Course Syllabus
Practice-Based Learning (PBL) Conference
PGY-2 Psychiatry Residents

Instructors:
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January – March 2019
Wednesdays 2:45 to 3:45 PM
MEC Room 220

Course Description
This course focuses on application of the principles and practices of Evidence-Based Medicine (EBM). It represents one of the principle means by which the residency program supports achievement of competency in practice-based learning. EBM is presented through readings and discussion and learning is demonstrated through residents’ presentations.

Each class meeting will be participatory and interactive. Please prepare for discussion by completing assigned readings. Bring your laptop (or device) to each meeting so that you may fully participate.

Course Objectives
As a result of completing this course, you will be able to:

- Understand the principles of Evidence-Based Practice
- Recognize the types of clinical study designs and understand their strengths and weaknesses
- Identify the parts of a well-built clinical question
- Identify appropriate information sources for your question
- Discuss the components of an effective search strategy
- Critically appraise the quality of a study
- Explain the basic criteria for assessing the risk of bias in an RCT
- Explain the basic criteria for assessing the risk of bias in a systematic review
- Identify the parts of a forest plot in a meta-analysis

Course Text
User’s Guide to the Medical Literature, 3rd Ed. (UGML)

Additional resources (including the online version of the course text) are available on the Fargo library’s web site:
http://libguides.und.edu/fargolibrarian >> RESIDENTS >> Psychiatry PBL Course

Course Assignments

- Topic Presentations
  Each resident will prepare a topic presentation. This will provide an opportunity for the class to deepen understanding of the content from the assigned readings.
  1. Provide a brief synopsis of the assigned readings.
  2. Locate a journal article that exemplifies the type of study discussed in the readings.
3. Facilitate a class discussion in which concepts from the chapter are applied to analyze the article.

- **Case Presentations**

Each resident will prepare a presentation on a clinical case and facilitate a discussion with colleagues. The resident will select a patient scenario from his or her own practice. This scenario should involve a specific question that is clinically relevant and challenging, or that will be of interest to the other residents. The presentation will be approximately 30 minutes long.

**Presentation Guidelines**

- Describe the patient, including basic information such as patient age, sex, chief complaint, medical history, medications, etc.
- State your question in PICO form.
- Describe your search strategy including search terms and databases / tools used.
- Describe your search results and the selection process you used to choose the most appropriate article for your question. (What type of question did you ask? What type of study best addresses that type of question?)
- Describe your methods for appraising / evaluating the article.
- Describe the study.
  - Is the study valid? Why or why not?
  - Are the results important? For research? For clinical practice? Statistically?
  - Do the results apply to your patient? Why or why not?
  - Assess the outcome.
  - What did you learn?
  - How did your learning benefit your patient?
  - How did your learning impact your treatment plan?

**Course Evaluations and Grading**

Evaluations will be based on class presentations and participation.
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (read prior to class meeting)</th>
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<tbody>
<tr>
<td>Jan 2</td>
<td>Principles of EBM; Types of studies [Erika Johnson]</td>
<td>UGML – Chapters 2, 3, &amp; 6</td>
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<td>Jan 9</td>
<td>Clinical questions; Search strategies [Erika Johnson]</td>
<td>UGML – Chapters 4 &amp; 5</td>
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<td>Jan 16</td>
<td>Harm [Jennifer Twing]</td>
<td>UGML – Chapters 14 &amp; 15 (15.1)</td>
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<td>Jan 23</td>
<td>Diagnosis [Leah Thompson]</td>
<td>UGML – Chapters 16, 18, &amp; 19 (19.4)</td>
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<td>Jan 30</td>
<td>Prognosis [Sukhmani Sadana]</td>
<td>UGML – Chapters 20 &amp; 21 (21.1)</td>
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<td>Feb 6</td>
<td>Therapy &amp; Risk of Bias [Sejal Parikh]</td>
<td>UGML – Chapters 7, 8, &amp; 11 (11.1, 11.4, &amp; 11.7)</td>
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<td>Feb 13</td>
<td>Therapy &amp; Results of Therapy Trials [Ahmad Khan]</td>
<td>UGML – Chapter 12 (12.2 &amp; 12.3)</td>
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<td>Feb 20</td>
<td>Therapy &amp; Applying the Results [Abby Fredrickson]</td>
<td>UGML – Chapter 13 (13.2, 13.3, &amp; 13.5)</td>
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<td>Feb 27</td>
<td>Systematic Reviews &amp; Meta-Analysis [Dr. Roerig]</td>
<td>UGML – Chapters 22, 23, 24, &amp; 25</td>
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| Mar 6 | Applying EBM  
*Case Presentations:* | UGML – Chapter 26 |
| Mar 13 | *Case Presentations:* | |
| Mar 20 | *Case Presentations:* | |
| Mar 27 | No class | |

2018 Students:
Abby Fredrickson  
Ahmad Khan  
Sejal Parikh  
Sukhmani Sadana  
Leah Thompson  
Jennifer Twing