***CLM-D English for Medical Purposes***

**DESCRIPTION OF THE ORAL PRESENTATION, EVIDENCE DATABASE SEARCH AND WRITTEN COMPONENTS OF THE FINAL EXAM (YEAR 5-6)**

*THE FINAL EXAM CONSISTS OF 3 COMPONENTS. IN EACH PART STUDENTS NEED TO DEMONSTRATE SPECIFIC COMPETENCIES*

***PART 1*:** To demonstratecompetency in (a) the use of primary medical databases and (b) the construction of effective search strategieS to retrieve high quality clinical evidence.

***Time****:* 45 min

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| Lo studente deve dimostrare le seguenti competenze: | Si | No |
| 1. Gestire le ricerche Medline con l’avallo di ‘MY NCBI’ e capire la sua funzione |  |  |
| 1. Creare una dettagliata mappa semantica del problema clinico in esame (concetti, termini e sinonimi usando sia parole ‘free text’ che termini MeSH) |  |  |
| 1. Saper interrogare MEDLINE costruendo varie stringhe di ricerca incluse quelle basate sul modello PICO (vedi gli esempi, i link e i video YouTube nella sezione risorse su Moodle!) |  |  |
| 1. Combinare “key words” usando operatori Booleani, virgolette ed asterisco |  |  |
| 1. Scegliere ed applicare filtri appropriati per restringere la ricerca |  |  |
| 1. Capire le funzioni di “Clinical Queries/MesH su Medline” |  |  |
| 1. Saper condurre ricerche sui più importanti database di medicina (*Cochrane, PsycInfo, National Guidelines Clearing House, Embase etc*) e saper spiegare le loro specifiche caratteristiche |  |  |
| 1. Incrociare le proprie ricerche in maniera sistematica ricavando pregi e difetti delle singole strategie |  |  |
| 1. Discernere aspetti qualitativi nei singoli studi per individuare l’evidenza più forte. |  |  |
| 1. Adoperare BIDS e ACNP per reperire gli studi scelti a Roma ed in Italia in full text. |  |  |
| TOTAL MARKS | 5/30 |  |

***PART 2*:** Students need to demonstrate effective strategies to

(a) toread a clinical research paper and

(b) to take notes (in English or Italian) for each of the headings in the table (see below)

**Time**: 30 minutes

|  |  |  |
| --- | --- | --- |
| *Take notes on:* | *What you need to do* | *Punti* |
| *OBJECTIVES* | Write the study objectives as a structured clinical question using PICO (in English or Italian) | *2* |
| *Study Design* | What research methodology was adopted in the study? (e.g. case report) | *1* |
| *Participants /Setting* | 1. describe the patient population of the study (number and characteristics) 2. describe the study context (hospital-based; community-based, multicentre etc) | *1* |
| *Intervention(s)* | What health interventions are described in the study (a drug? a surgical procedure? other?) Give accurate details (e.g drug dosages) | *1* |
| *Main Outcome Measures* | What measures are adopted to see if the clinical objective(s) is/are achieved? | *1* |
| *Indicate METHODOLOGICAL strengths and weaknesses* | Use your knowledge of evidence based medicine to identify possible sources of bias (weaknesses) in the study. Identify also examples of best practice in this study | *2* |
| *RelatE this study to current evidence:* | What does this study add to what is known already in the medical community. | *1* |
| *What is your decision regarding your patient?* | Referring to the clinical scenario described in the search skill section of the exam, what is your judgement as the doctor managing the case? | *1* |
| Total Marks |  | **10/30** |

***PART 3*: EBM ORAL PRESENTATION**

Students need to demonstrate (a) the ability to present a critical synthesis of clinical evidence (b) to communicate effectively using presentation software (c) to demonstrate professional knowledge managment skills (citations, references, use of bibliographic management software*)*

***Time****:* 12 minutes oral presentation + 2 minutes questions

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| --- | --- | --- |
| *ASSESSMENT CRITERIA FOR EBM PRESENTATION* | *Yes* | *No* |
| Opening slide contains engaging title, presenter name and institutional affiliation |  |  |
| Presents deteailed patient case clearly with background clinical and social detail |  |  |
| Provides appropriate clinical background to patient’s pathology |  |  |
| Identifies a clinical problem and writes a clear well structured clinical query as a starting point for evidence search (e.g. PICO) |  |  |
| Identifies key concepts, interrelated questions and relevant terminology in English |  |  |
| Describes a systematic search strategy demonstrating knowledge of diverse medical databases (shows examples) |  |  |
| Describes filters and inclusion/exclusion criteria for evidence |  |  |
| Evaluates evidence explaining factors which influence the accuracy or validity of information (e.g. currency, study design, methodological factors) |  |  |
| Balances primary and high quality secondary evidence considering between at least 8-12 full text studies (more for groups of 2-3 students) |  |  |
| Relates synthesis of evidence to own patient and explains unresolved issues and/or future directions for research |  |  |
| Bibliography is of a professional standard for medical publication (Must use bibliography software e.g. Zotero or Mendeley. Download from Moodle) |  |  |
| All medical definitions/descriptions and images are referenced professionally on slides using bibliographic software (e.g. Mendeley, Zotero, Papers, Endnote) |  |  |
| Patient confidentiality is maintained and data anonymised. |  |  |
| Appropriate acknowledgement is made of all public Hospital data reported (patient records, imaging, laboratory tests etc) e.g. Courtesy of Dr. X, Azienda Policlinico Umberto I |  |  |
| Communicates effectively (engages audience, uses multimedia support, clear structure & signposting and keeps to timing |  |  |
| *TOTAL MARKS* | 15/30 |  |