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

***2018***

**DESCRIPTION OF THE ORAL PRESENTATION, DATABASE SEARCHES 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) interpreting a problem (b) Constructing a semantic map of the problem (c) writing a clinical question

***Time****:* 20 min

|  |  |  |
| --- | --- | --- |
| Formulating the Clinical question and Search Stratgey | Yes | No |
| 1. Read the short description of a clinical problem and identify key concepts
 |  |  |
| 1. Create a semantic map using the PICO table
 |  |  |
| 1. Write a structured clinical question using the key concepts from your PICO table
 |  |  |
| 1. Give one example of a Medline search strategy using key words from your table and DBs
 |  |  |
| TOTAL MARKS | 5/30 |  |
|  |  |  |

***PART 2*:**

Students need to demonstrate effective strategies to

(a) Read a clinical research paper and

(b) 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-Control study) | *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) Effective use of presentation software (e.g. Powerpoint)

(c) Professional knowledge managment skills (citations, references, use of bibliographic software (e.g. Mendeley*)*

***Time****:* 10 minutes oral presentation + 2 minutes questions:

|  |  |  |
| --- | --- | --- |
| *ASSESSMENT CRITERIA FOR EBM PRESENTATION* | *Yes* | *No* |
| 1. Opening slide contains engaging title, presenter name and institutional affiliation:*Try to make the slide patient centred rather than pathology centred* |  |  |
| 2. Presents deteailed patient case clearly with background clinical and social detail*(1-2 slides)* |  |  |
| 3. Provides appropriate clinical background to patient’s pathology*(1-2 slides)* |  |  |
| 4. Identifies a clinical problem and writes a clear well structured clinical query as a starting point for evidence search (e.g. PICO) |  |  |
| 5. Identifies key concepts, interrelated questions and relevant terminology in English *(Understands how to use the PICO tool)* |  |  |
| 6. Describes a systematic search strategy demonstrating knowledge of diverse medical databases (shows examples) |  |  |
| 7. Describes filters and inclusion/exclusion criteria for evidence*(1 slide)* |  |  |
| 8. Evaluates evidence explaining factors which influence the accuracy or validity of information *(e.g. currency, study design, methodological factors, comparing and contrasting the evidence presented)* |  |  |
| 9. Balances primary and high quality secondary evidence considering a minimum of 8 primary full text studies and 2 secondary studies *(15+ papers for groups of 2 students*)*(1-2 slides)* |  |  |
| 10. Relates synthesis of evidence to own patient and explains unresolved issues and/or future directions for research*(1-2 slides)* |   |  |
| 11. Bibliography is of a professional standard for medical publication *(Students must use bibliography software e.g. Zotero or Mendeley Endnote)* |  |  |
| 12. All medical definitions/descriptions and images are referenced professionally on slides using bibliographic software (e.g. Mendeley, Zotero, Papers, Endnote)  |  |  |
| 13. Patient confidentiality is maintained and data anonymised.  |  |  |
| 14. 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* |  |  |
| 15. Communicates effectively (engages audience, uses multimedia support, clear structure & signposting and keeps to timing |  |  |
| *TOTAL MARKS* | 15/30 |  |

**Assessment of EBM presentation: -** Every point is worth ONE mark Total 15/15