

# Meeting PBLI Milestone Teaching Requirements in a Way that Isn't Dreadfully Boring

David Slawson, MD  
Allen Shaughnessy, PharmD, MMedEd



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## Conflicts of Interest

- Shaughnessy
  - Editor, *American Family Physician*, *DynaMed*, *Essential Evidence Plus*
  - Principle, Clinical Information Sciences
- Slawson
  - Editor, *Essential Evidence Plus*
  - Principle, Clinical Information Sciences

# The Family Medicine Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education

and

The American Board of Family Medicine



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## PRACTICE-BASED LEARNING AND IMPROVEMENT

The family physician must demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

PBLI-1. Locates, appraises, and assimilates evidence from scientific studies related to the patients' health problems					
Has not achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning</p> <p>Categorizes the design of a research study</p>	<p>Identifies pros and cons of various study designs, associated types of bias, and patient-centered outcomes</p> <p>Formulates a searchable question from a clinical question</p> <p>Evaluates evidence-based point-of-care resources</p>	<p>Applies a set of critical appraisal criteria to different types of research, including synopses of original research findings, systematic reviews and meta-analyses, and clinical practice guidelines</p> <p>Critically evaluates information from others, including colleagues, experts, and pharmaceutical representatives, as well as patient-delivered information</p>	<p>Incorporates principles of evidence-based care and information mastery into clinical practice</p>	<p>Independently teaches and assesses evidence-based medicine and information mastery techniques</p>
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Comments:					

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## Where we're going

- Ideas to make your teaching of some of the PBLI milestone requirements fun and efficient by focusing on different models
- Moving from “critical appraisal of the medical literature” to “making decisions better.”
- Why it is more important than just meeting milestones documentation

## The Bigger Question: Why Teach This Way?

**The Third Wave:** Enhancing Care By Transforming Clinician Decision Making

# The Goal: High Value Care

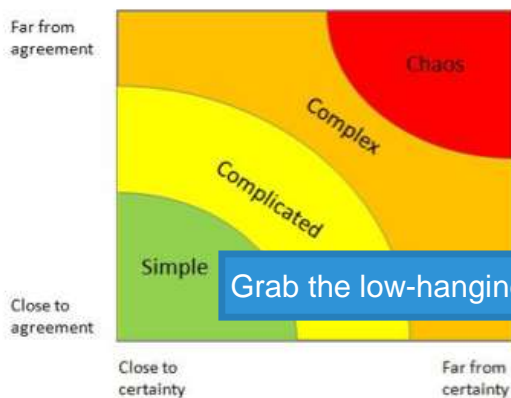
$$\text{Value} = \frac{\text{Quality (outcomes, safety, service)}}{\text{Cost}}$$

The best possible care without unnecessary costs

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## The First Wave: Fix the simple Best Practices

The spectrum of Process Complexity



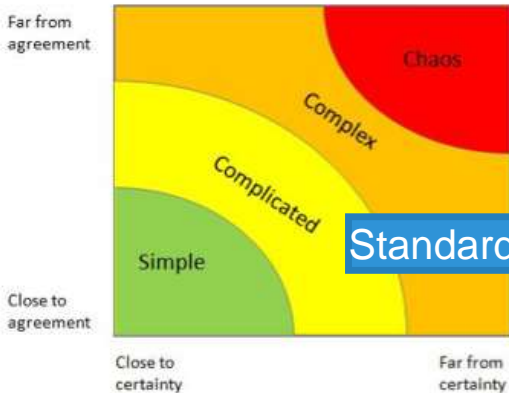
Standardize practices through teams

Redistribute tasks so that all team members work at the top of their license

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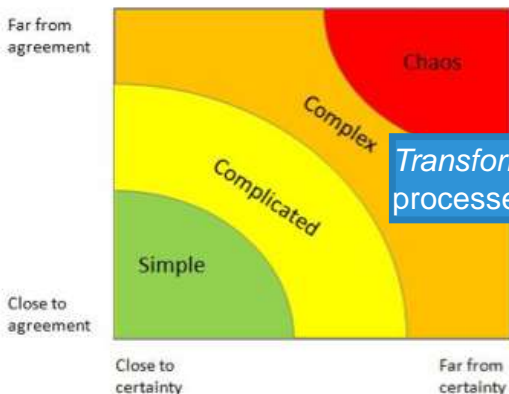
# The Second Wave: The Complicated Good Practices

The spectrum of Process Complexity



# The Third Wave: Improve the Complex Help Clinicians Make Decisions Better

The spectrum of Process Complexity



## Do quality measures improve health?

- Measure *processes*, not outcomes
- Diminishes physician autonomy and professional role
- Care and feeding of the EHR
- Reduces underuse, minimal effect on misuse & overuse
- Promotes gaming of the system

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Optimum Performance

High Performers

Minimally Acceptable Performance

Low Performers

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# A successful third wave physician

- From
  - Traditional biomedical model to probabilities
  - Treating numbers to treating patients

## Objectives

By the end of the presentation, we hope you will be able to:

- Explain why evidence-based medicine is a “basic science” and information management is a “clinical science”
- List the information management skills needed in contemporary practice
- Implement a curriculum that develops lifelong learning and clinical decision-making skills needed for contemporary practice.

# How many have

- Formal, didactic teaching in EBM?
- Information Mastery?
- Journal club?

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PHYSICIANS



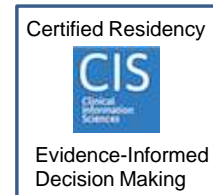
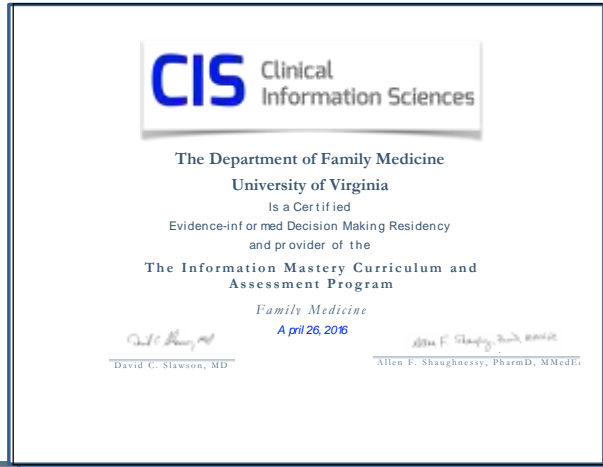
Course Modules	PBL 1: Locates, appraises, and assimilates evidence from scientific studies related to patients' health problems				PBL 2: Demonstrates self-directed learning				PBL 3: Improves systems in which the physician provides care			
	level 1	level 2	level 3	level 4	level 1	level 2	level 3	level 4	level 1	level 2	level 3	level 4
<b>The Basics</b>												
EBM1: Evidence-Based Medicine: An Introduction	■				■							
EBM2: Evidence-Based Medicine and Information Mastery: Why They Are Important	■								■			
EBM3: Safety, Quality, and Evidence				■								
<b>Understanding the Diagnostic Process and Limits of Diagnostic Reasoning</b>												
DEAG1: Before the Treatment Choice: Pitfalls in the Diagnostic Process			■									
DEAG2: Before the Treatment Choice: Understanding Bayes' Theorem and the Diagnostic Process			■									
DEAG3: Before the Treatment Choice – Diagnosis as an Intervention				■								
<b>Making Treatment Choices</b>												
TIHER1: Understanding Research about a Therapy: Key Threats to Validity			■									
TIHER2: Understanding the Language of Medicine				■								
TIHER3: Understanding Risk and Communicating it to Patients				■					■			
PIARM1: Evaluating New Medications: Understanding the Sales Process			■									
PIARM2: Evaluating New Medications: Evaluating Information from the Pharmaceutical Industry			■									
PIARM3: Evaluating New Medications: The STEPS Approach				■								
PROG: Using Information to Assess Progress				■								
<b>Using Information from Different Sources to Improve Decisions</b>												
DNFO1: Finding Information to Answer Questions About Specific Patients					■							
DNFO2: An Exposition of Point of Care Information Tools						■						
DNFO3: Evaluating "Focusing Tools" for Keeping Up with New, Relevant and Valid Information							■					
EXPI: Evaluating Information Obtained From Experts			■									
REVI: Using Review Articles, Sources of Expert Wisdom				■								
GUID1: Evaluating Practice Guidelines: Threats to Validity								■				
GUID2: When Guidelines Collide: Finding and Quickly Evaluating Relevant and Valid Guidelines		■							■			
CME1: Making the Most of a Medical Education Presentation			■							■		



## Certification for Residents



# Residency Certification



**The Third Wave: Improve the Complex  
Help Clinicians Make Decisions Better**

***Culture change  
through  
shared  
understanding***

www.ClinicalInformationSciences.com

Explore the demonstration module of our online course:

Go To Demo ▶

Username: **DemoAccount**

Password: **DemoPassword**

[Dslawson@virginia.edu](mailto:Dslawson@virginia.edu)

[Allen.Shaughnessy@tufts.edu](mailto:Allen.Shaughnessy@tufts.edu)

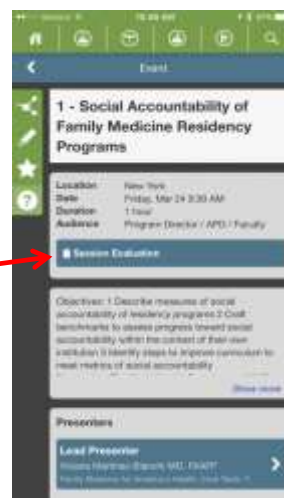
Other materials: Google “Tufts Information Mastery”

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Please...

Complete the  
session evaluation.

Thank you.





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