Evidence Classroom: supporting the use of evidence-based medicine

We designed an interactive learning series to support new clinicians, fellows and trainees in neonatal-perinatal medicine to support their use of evidence in practice.

What we did

Background

Healthcare professionals are a core user base of Cochrane evidence. Cochrane Neonatal wanted to encourage more new clinicians, fellows, and trainees working in neonatal-perinatal medicine to practice evidence-based medicine (EBM).

Coordinating Editor, Roger Soll, has been disseminating Cochrane review findings through webinars since 2011. The webinars were previously conducted as hour-long, live, and predominantly didactic sessions, with some time at the end for questions and answers. These webinars have proven to be well-received by and useful to the neonatal community. However, we wanted to broaden the reach of the webinars to engage early-stage clinicians and create accessible and flexible learning materials. And so, the 'Evidence Classroom' was born.

Activity

We collaborated with fellowship training directors to develop a new model for the webinars, combining a pre-recorded didactic session, which participants can watch on their own, followed by a live, interactive session that utilizes polling and chat features. The live session includes experts in the field who engage in an active discussion with the participants.

The 'Evidence Classroom' is targeted at new clinicians, fellows, and trainees in neonatal-perinatal medicine. It aims to teach the basics of EBM and to support the use of EBM in practice. The goal of the sessions is to identify the strengths and limitations of systematic reviews in neonatal-perinatal medicine and understand how to apply the evidence to clinical practice.

Collaboration

The series was funded through an American Academy of Pediatrics Section on Neonatal-Perinatal Medicine Strategic Plan Grant and by Cochrane Neonatal's partner, Vermont Oxford Network.

What we achieved

We developed and have run an **eight-part webinar series** with sessions which covered:

1. What evidence informs our practice?
2. Understanding randomized controlled trials in neonatal-perinatal medicine
3. Understanding systematic reviews and meta-analysis in neonatal-perinatal medicine
4. Evidence in practice: Choosing the best feeds for preterm infants
5. Making the GRADE! GRADE recommendations in neonatal-perinatal medicine
6. Translating evidence-based medicine to evidence-based practice
7. Evidence in practice: Probiotics for preterm infants
8. Evidence in practice: Optimizing nutritional content of enteral nutrition for preterm infants

Each webinar generates close to 1,000 registrations, with hundreds of unique logins to each live session.

Participants are asked to complete a post-webinar survey in order to receive their Continuing Medical Education credits (CMEs) or nursing contact hour credits.

"This [Evidence Classroom] influences not only my practice within the U.S. but also thinking about global feeding guidelines and educational materials."

Evidence Classroom Participant

Materials from each session including webinar recordings, slides, case studies, and reference lists are available on: https://neonatal.cochrane.org/evidence-classroom

What we learned

1 The flipped classroom format which we began for this webinar series has proven to be very effective and well-received by participants. We will certainly maintain and build from this format for our future webinars.

2 Partnering with both the AAP Section on Neonatal-Perinatal Medicine and Vermont Oxford Network, a quality improvement collaborative, helped us to extend the reach of the sessions and to tailor them to the specific needs of the community. **Partnering with professional organizations** and others in your field is an effective way to disseminate evidence more broadly.
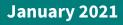
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