

Evidence-Based Medicine Curriculum Survey

Dear survey participant,

The AAP and Cochrane Rehabilitation are collaborating to develop a standardized evidence based medicine (EBM) course curriculum for PM&R residency programs. This survey of existing EBM educational opportunities within PM&R residency programs is an important first step in the process and should take 5 to 10 minutes to complete. We will disseminate the results to all programs that participate in the survey. Please answer the following questions to the best of your knowledge.

Section A: Residency Program Information

1. Name of your PM&R Residency Program:

2. Country where your residency program is located:

3. Total number of residents enrolled currently:

4. Average class size per academic year:

5. Total number of PM&R faculty in your program:

6. Does your PM&R residency program currently provide formal EBM education?

No

Yes

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Section B: Currently Existing EBM education

7. In what format is the EBM education provided? (check all that apply)

- Didactic course (provide name below in Question 7)
- Didactic lectures (isolated lectures not part of EBM course)
- Online course (provide name below in Question 7)
- Tutorial group session
- Research track for residents
- Journal club
- Webinar
- Stand-alone workshop (2 - 3 day workshop)
- As part of clinical education
- Other (please specify)

8. Provide Didactic and/or Online course name(s) here, if applicable:

9. Length of time (years) since introduction of formal EBM education:

10. Total hours of face-to-face EBM education per year:

11. Who is involved in providing EBM education? (check all that apply)

- Basic science faculty
- Physiatrist faculty
- Librarian
- Allied health faculty
- Other (please specify)

12. Is there an EBM lead/champion among the PM&R faculty?

- Yes
- No
- Don't know

13. What type of assessment exists for EBM education? (check all that apply)

- Written exam
- Oral exam
- OSCE
- No evaluation
- Other (please specify)

14. Would you be willing to answer a few follow up questions about content of the existing course?

- Yes
- No



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Section C: Barriers and component input to future EBM curriculum

15. What barriers exist to the implementation of an EBM curriculum in your program? (please rate each on a scale of 0-4, where 0 indicates no barrier and 4 indicates a severe barrier)

| | 0 | 1 | 2 | 3 | 4 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Lack of available time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of faculty interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of resident interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of faculty who are knowledgeable about EBM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poor access to computers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poor access to journal articles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of EBM training resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

16. How important do you believe the following objectives would be to include in an EBM curriculum (please rate each on a scale of 0-4, where 0 indicates not important and 4 indicates very important)

| | 0 | 1 | 2 | 3 | 4 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Performing critical appraisal of the literature | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Searching for evidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Posing a focused question | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applying existing evidence in clinical decision making | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding biostatistical principles common to rehabilitation research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Acquiring a more positive attitude toward EBM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Establish a habit of lifelong learning and using EBM in clinical practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)