

Evidence-Based Practice at Baylor College of Dentistry: **A work in progress**

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Specific Aims

Aim 1: To provide instruction and experiences throughout the DDS curriculum to train students in the principles and skills of scientific inquiry and clinical research.

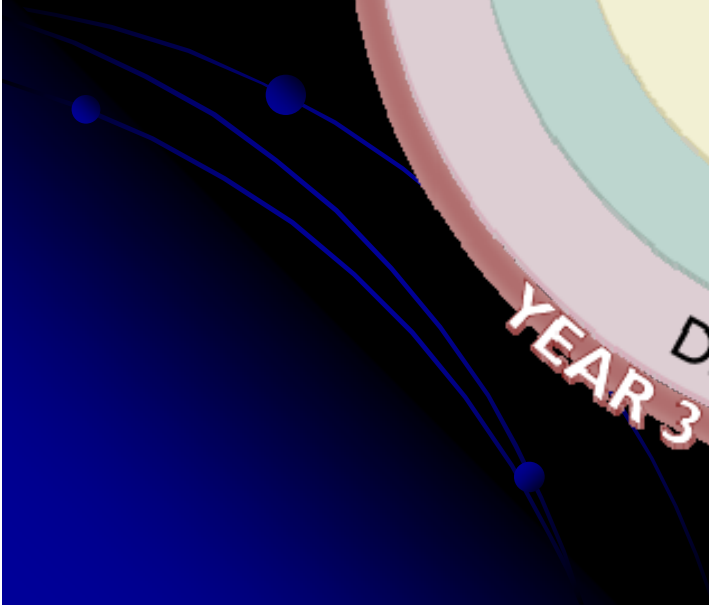
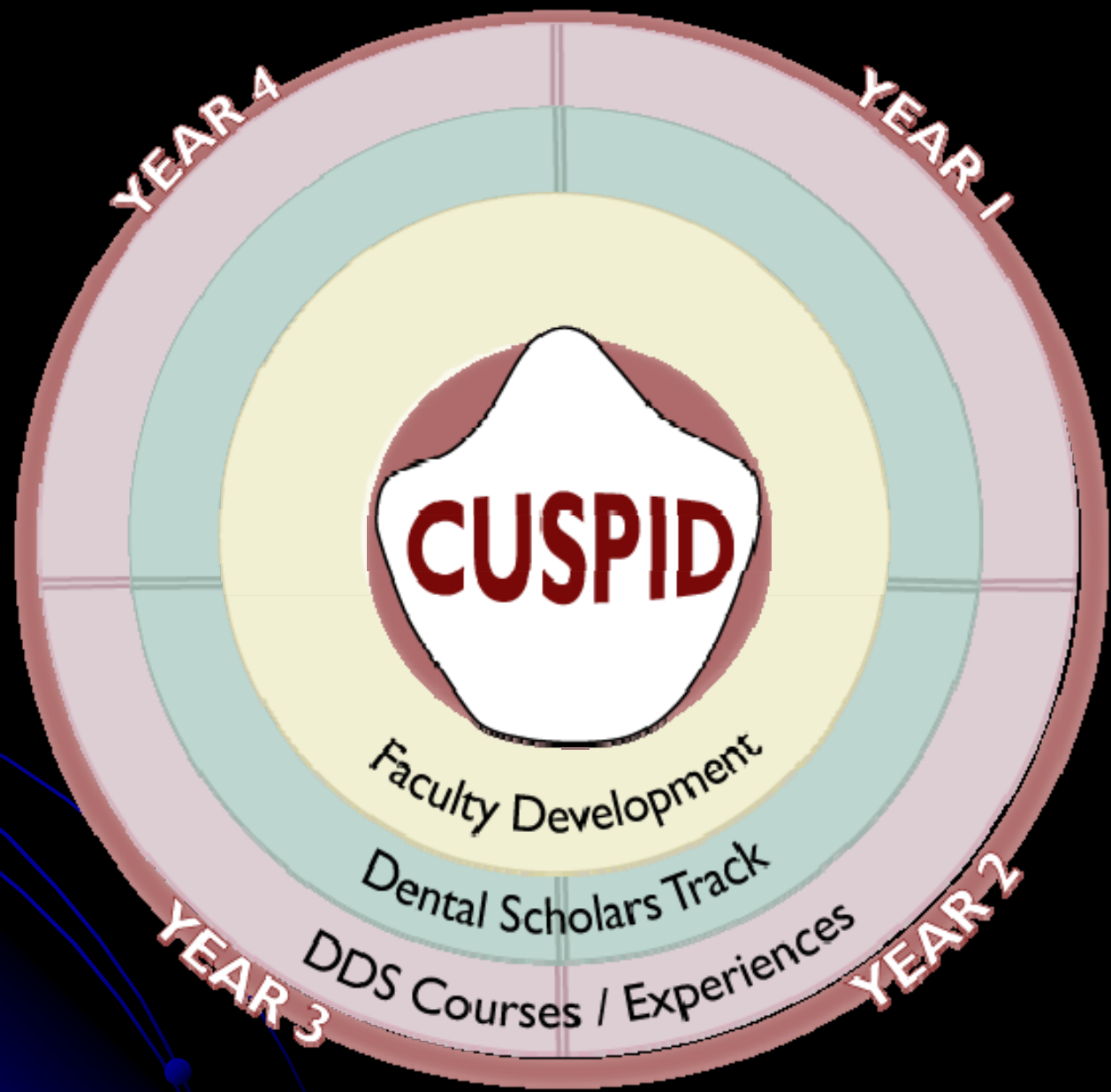
*Aim 2: Provide additional instruction and experiences for a **select group of dental students** who wish to engage in clinical or translational dental research as part of their dental academic research careers.*

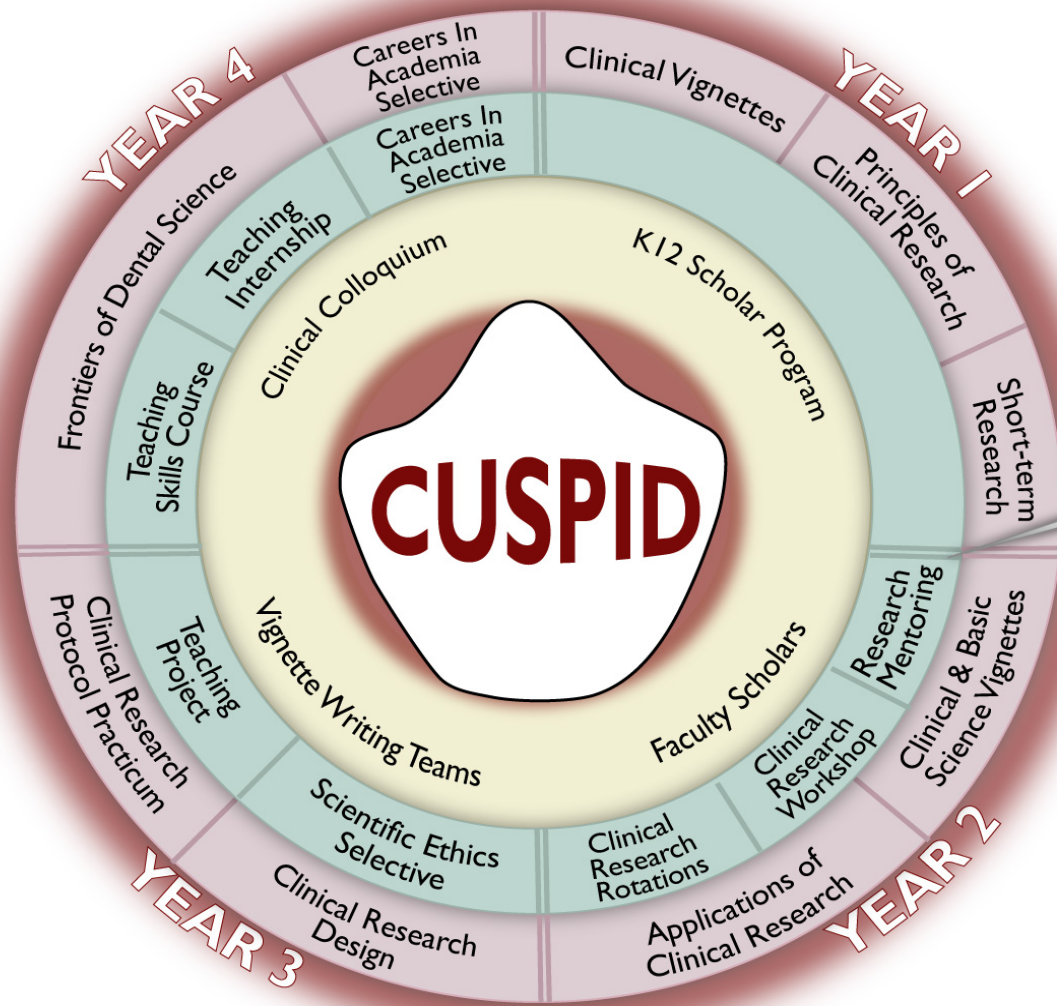
*Aim 3: Enhance the **educational skills of all BCD faculty** for teaching students the scientific rationale for the incorporation of new information and technologies into oral healthcare.*

CUSPID*: A Curriculum To Create Science-Oriented Dentists and Future Academics

*Clinicians Using Science
Produce Inspired Dentists







Aim 1
 Aim 2
 Aim 3

D1 Course: *Principles of Evidence Based Dentistry and Clinical Research*

- *Fall semester*

- ✓ tools to compare groups of people/ how to assess variation
- ✓ types of research designs (descriptive, observational, experimental)
- ✓ sampling & bias

- *Spring semester*

- ✓ detecting disease
- ✓ how to review a paper
- ✓ how to ask an evidence-based question
- ✓ searching methods
- ✓ Critically-Appraised Topics (CATS)

D1 Course: *Principles of Evidence Based Dentistry and Clinical Research*

Mode of instruction is

- ✓ heavily Blackboard-intensive with ‘homework’ questions
- ✓ lecture-based, but highly interactive
- ✓ frequent use of ‘clickers’ to gauge student understanding of homework and ongoing lecture

D1 Course: *Principles of Evidence Based Dentistry and Clinical Research*

Small group sessions

- ✓ “Lab” in which to practice the skills they are learning
- ✓ Around 16 students per group
- ✓ Discuss a paper on a clinically-relevant topic using a standardized format
- ✓ Topics: breastfeeding & caries; fluoride in water & hip fracture; tobacco use & tooth loss; fluoride varnish & caries prevention

Goals for Faculty Development

Increase visibility of EBD
'culture' for all full-time faculty

EBD training for interested
clinical faculty

Cultivate EBD
leaders

EBD Training for Clinical Faculty

- Audit the D1 course *Intro to EBD*
- Small group instruction by EBD ‘expert’
- Other ???????

Following this training, clinical faculty could:

- Participate in/ lead a small group session
- Introduce EBD content into their course
(e.g., CATs)

The Dental Scholars Program

- **Premise**

- **Nourish and energize a subset of dental students with a strong interest in clinical research and a career in dental academics**

- **Activities**

- **Engagement in a spectrum of roles played by clinician-scientists in an academic setting**
 - ✓ **Researcher**
 - ✓ **Mentor**
 - ✓ **Teacher**

Assess... Assess... Assess!

- Survey to be administered this semester to all FT faculty and D1 & D2 students
- Baseline against which changes in 'EBD culture' can be evaluated
- Questions regarding:
 - ✓ **P**actices (sources of evidence)
 - ✓ **E**xperience (formal training in research methodology, participation in research)
 - ✓ **A**ttitudes (beliefs about EBD)
 - ✓ **K**nowledge (questions derived from structured abstract of clinically-relevant research)