



Integrating EBM into the Undergraduate Medical Curriculum

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I attended the recent International Students' Congress of Research Integrity and Evidence-Based Practice, held on Kish Island, December 7-9, 2015. At the Congress, I gave a keynote presentation and led faculty and student workshops on the GATE approach to teaching evidence based medicine. I initially developed GATE (Graphic Appraisal Tool for Epidemiological studies) to teach undergraduate medical students how to critical appraise clinical studies, but I now use it with a much wider range of undergraduate and postgraduate students as well as many health professional groups.

The Congress presentation and workshops on GATE were well received and a number of the attendees, both academics and students, from Iran and elsewhere, expressed interest in using GATE in their teaching and learning. Several Iranian and international students said they wished they had been taught EBM using GATE.

I am responsible for the EBM teaching in the undergraduate medical curriculum at the University of Auckland in New Zealand and I have used GATE to integrate EBM and critical appraisal into the clinical years of the medical course for more than 10 years.

The GATE approach has recently been summarised on a BMJ Clinical Evidence blog (<http://blogs.bmj.com/ce/2015/11/12/gate-a-graphic-appraisal-tool-for-epidemiological-studies/>) and I have also developed a series of MS Excel GATE CAT (Critically Appraised Topic) workbooks that can be used by students to document the process of making an evidence-based decision with a patient. The CAT workbooks provide a series of templates covering the 5 parts of EBM, from Asking a clinical question, Accessing evidence, Appraising the evidence, Applying the evidence to the patient, and Auditing practice. These CAT

Workbooks are freely available and can be downloaded from the 2015 EBP and Critical Appraisal page on our website (www.epiq.co.nz).

In Auckland, I run a short series of lectures in the first clinical year of the medical course about the GATE approach and how to use the GATE CATs. Then, in each of their major clinical attachments in the clinical years of the course, students are expected to use a GATE CAT to document how they made an evidence based decision addressing one of their patient's clinical problems.

When this approach was first introduced, a GATE CAT replaced one of the written case histories students usually completed during a clinical attachment. The GATE CATs are easy to evaluate as they follow a standard format and they are assessed by the clinical teachers on each attachment.

Many of our resources, including presentations, are available on our EPIQ website. Please feel free to use them if they are of interest.

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