
USERS GUIDES INTERACTIVE

Robert Hayward and Tanya Voth

Since last year's article, there have been a number of advancements in our approach to Users' Guides Interactive (UGI) development. As the process of generating new electronic content for the interactive version began, it became clear that different groups of users had different needs. We therefore decided to create a series of packages to meet the distinct needs of teachers, students and practicing clinicians. These packages are now available in the following editions: UGI Learner, UGI Practitioner, and UGI Teacher.

UGI Learner is a secure website that contains the entire *Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice* content. The website makes this content interactive with dynamic tips, worksheets, calculators, question wizards, and illustrative clinical cases. Unlike the CD or textbooks, the UGI Learner website grows and improves over time as new materials are developed. New cases, tips and other interactive features are added on a continuous basis, adding value for online subscribers. Access to UGI Learner is included with all individual and institutional subscriptions to *JAMA* and/or *Archives* journals.

UGI Practitioner is a package of resources that helps learners make the transition to practitioners of EBM. The Practitioner offering goes beyond a traditional website by providing access to a number of quality evidence-based information resources and integrating these with the Users' Guides through a unique Internet "desktop" technology. All resources are organized and presented through the desktop, thereby simplifying and focusing the users' experience of best evidence and the Guides. The desktop technology allows us to provide access to a variety of resources including those currently available to users within their academic/hospital institutions or through professional memberships. Negotiations are currently underway with a number of vendors such as Clinical Evidence, Up To Date, Cochrane Library, ACP Journal Club, and Infotrieve (document delivery service) in order to provide a complete EBM package for practitioners. This package is ideal for groups of physicians who are interested in applying EBM in their daily practice.

UGI Teacher also uses the Internet desktop technology to create a simplified and focused experience for the user. However, UGI Teacher is intended to be used in online teaching, distance learning, and CME programs. UGI Teacher combines high quality knowledge resources with a comprehensive and evolving set of

EBM curricular materials. These materials include sets of slide presentations, interactive EBM cases, databases of multiple choice and short answer questions, teaching tips, and a variety of other tools for online teaching and learning. This is a package for organizations and instructors that are developing courses or workshops in the field of evidence-based practice. It is also a package for any group interested in enhancing existing educational programs with online, interactive, EBM curricula.

The Users' Guides Interactive packages are developed at the Centre for Health Evidence (<http://www.cche.net>) in collaboration with the EBM Working Group, *JAMA & Archives Journals*, and AMA Press. Primary responsibility for editing the online versions rests with Robert Hayward and Tanya Voth at the Centre for Health Evidence, co-edited by Gordon Guyatt and Drummond Rennie. For more information about contributing material or becoming part of a pilot project for UGI Practitioner or UGI Teacher, please contact Tanya Voth (tanya.voth@cche.net) or go to the UG website www.usersguides.org.

HOW TO ENGAGE AN AUDIENCE WHEN DELIVERING YET ANOTHER 'WHAT IS EVIDENCE-BASED MEDICINE?' TALK

Victor Montori

To address and engage heterogeneous audiences having varying familiarity with (and hostility towards) EBM, I have used the following interactive approach with some success:

I invite the audience to think about a traditional practice (I use a slide with a Peruvian shaman performing a therapeutic ritual – a bloodletting depiction works too). After some comments, I describe how shamans and other healers ("like us") intervene on patients with the best intentions hoping for the best outcomes.

The audience then forms groups of 3-5 and receive blank cards. I ask them "in the next 2 minutes identify and **write down 3** "things" you do to or with patients **often** that you are **certain** lead to **more good than harm**". I repeat the instruction with emphasis in the underlined words and write it on the board.