**CAT Guidelines**

**Updated 3.1.2023**

***Start at least 2 months early – this will take some time!***

*Please use the timeline as your guide/checklist to keep you on track.*

1. Decide on a **focused clinical question**– This may stem from an interesting article you just read, discussion from morning report, etc.

* 1. Examples:
		1. Is hypertonic saline efficacious in the management of bronchiolitis?
		2. What is the utility of prophylactic antibiotics in mild-moderate vesicoureteral reflux?
		3. Are oral antibiotics as effective as intravenous for treatment of osteomyelitis?
	2. Identify your **content preceptor**- let them know at least 1.5 months in advance so they can review your topic and chosen articles. Remind them when the presentation date is so they can be sure to be there. Please let Dr. Boykan also know who your content preceptor is.
	3. Let Dr. Boykan know what your topic is and arrange meeting time with the medical librarian, Jessica Koos. We are happy to meet with you too.
	4. Let your CAT buddy know what your topic is and plan to meet regularly with him/her.

2. Do a **search**, using your best evidence-based resources and strategies. Do your search in at least three ways, to find all available articles.

a. Document the details of each search on a separate worksheet,\*\* even if the article you found didn’t end up being finally selected.

b. Choose the 3 (or 4, max) best articles to answer your question. If you pick a big subject, prepare to whittle down your list. In your presentation you should briefly explain how you chose the articles you chose (level of evidence, applicability, etc).

* + 1. Tips for best:
			1. Most appropriate or best design for your study
				1. You may use systematic reviews (which review many studies at once) – but you must evaluate it according to the strategies learned for evaluating systematic reviews; *using a systematic review does not obviate the need to find other arti*cles – you may also use more than one systematic review.
			2. Answers the question specifically
			3. Study conducted well (passes validity test, etc)
			4. Population represents your population of interest

c. Review your search and results with Jessica Koos, the librarian.

* + 1. She can also help you with search if you get stuck.

**3.** **Critically appraise** your articles separately, according to the principles you learned in small-group sessions.

a. **Complete a worksheet** for each article; be specific with your answers

b. Complete the **CAT worksheet** to synthesize all the information and decide on your bottom line.

**4. Prepare presentation** slides; approximately 30 – 40 minutes for entire topic; 20 minutes for question and answer period.

a. See guidelines for power point presentation.

**5. Prepare abstract** for uploading to CAT bank on website

a. See examples of published CATs.

Remember all resources are available on the pediatric residency curriculum site. You may want to review the PowerPoints and materials for critical appraisal, as it applies to your particular question.

<https://renaissance.stonybrookmedicine.edu/pedrescurriculum/ebm/material>

Note the supplementary resources tab which has wonderful brief (one-two page) articles on specific topics, some of which we don’t have an opportunity to review in small group sessions.

Finally, the HSC library has a number of resources as well:

<https://guides.library.stonybrook.edu/medicine/ebm>

The JAMA Users’ Guides provide specific guidance on analyzing different question types. Check out the library’s collection, which includes many topics we don’t have time to cover in our EBM curriculum

<https://guides.library.stonybrook.edu/c.php?g=35439&p=1002789>