Overview

✔ What is AMBOSS?
✔ Teaching with AMBOSS
✔ Learning Analytics
What is AMBOSS?

AMBOSS is an interactive library of 20,000+ medical topics interlinked with a Question Bank with 5,100+ clinical case-based questions.

With all the necessary resources available in one place, AMBOSS delivers up-to-date medical knowledge to nearly two million students, physicians, and faculty around the world.
What is AMBOSS?

Knowledge Library

- 1,200+ peer-reviewed articles
- 20,000+ searchable preclinical and clinical medical topics
- Thousands of high-quality and interactive medical imaging, illustrations, videos, and charts

Question Bank

- 5,120+ ready-to-use clinical case-based questions with 5 difficulty levels
- All vignettes and answers are linked directly to our Knowledge Library for easy cross-referencing

Analysis Tools

- Built-in learning analytics help students stay on track and optimize their study time
- Faculty and students have the ability to monitor progress and address problems early
How is our content **CREATED**?

1st Physician
Content Creator

2nd Physician
Cross-Checker

Copy Editor
Proofreader

3rd Physician
Supervising Editor

All of our content is peer-reviewed and continuously updated by our team of 100+ expert physicians.
How can I use AMBOSS in my teaching?

Whether you're teaching face-to-face or remotely, AMBOSS offers faculty the problem-based learning tools to support blended or hybrid learning models geared toward evidence-based practice (EBP).
Teaching with AMBOSS

Knowledge Library

Knowledge building:
Use our library articles and interactive multimedia to teach and reinforce concepts, ensuring your students internalize the “body of knowledge they need for exams and clinical practice.

Question Bank

Skill building:
Deploy problem-based learning by giving students the opportunity to apply their critical thinking skills to solve clinical vignettes from our QBank. Unique question can be used for formative assessment.

Analysis Tools

Fine-tuning:
Rely on our built-in analytics for teaching and learning recommendations to ensure your students’ weaknesses are identified and addressed early.
Teaching Tip #1

Use the Knowledge Library

- Basic sciences
- Clinical knowledge
- Clinical skills
- Clerkship survival guide
- On-call survival guide
- Osteopathic medicine

By discipline:
- Anatomy and histology
- Biochemistry
- Physiology
- Immunology
- Microbiology
- Pathology
- Pharmacology
- Behavioral sciences
- Social sciences, biostatistics, and epidemiology
Find everything with our search function

Search the AMBOSS Library for any medical term and instantly find the information you need.
The Knowledge Library

Assign thousands of peer-reviewed articles from our Library
Assign specific articles to your students

Guides learner to a specific article
Assign specific sections to your students

Guides learner to a specific section

Clinical features

- **Symptoms**
  - Often asymptomatic
  - Assumed to be more likely in children
  - Symptomatic cases
    - Most common
      - Fever (often not initially)
      - Fatigue
      - Dry cough
    - Common
      - Shortness of breath: an early indicator of rapid deterioration developing
      - Loss of smell (sometimes the only symptom) and/or taste
      - Loss of appetite
      - Myalgia
      - Less common
        - Diarrhea and abdominal pain: sometimes a presenting symptom and, rarely, the only one
        - Sputum production, rhinitis, sore throat, headache, conjunctivitis
In lecture, remind MST121 students to review clinical features and diagnostics of acute heart failure before the final exam.

Additional information can be found in Toronto Notes textbook, p. 127.
The Knowledge Library

Encourage Spaced Repetition with ANKI

Students can strengthen and consolidate their knowledge using ANKI’s media-rich flashcards.

They’ll see pop-up definitions, explanations, and our medical images in virtual flashcards that connect directly to our Library.
Our comprehensive collection of visual aids will help your students break down even the most complex topics.
Test your students’ knowledge with our built-in quizzes

Small active learning strategies, such as table quizzes, have been proven effective in allowing students to check their understanding of recent material or highlight gaps in their knowledge before moving forward.
The Knowledge Library

Test your students’ knowledge with our built-in quizzes

Our quizzes can be instantly integrated into lectures or assigned to your students for self-directed learning.
Use our interactive medical imaging to teach

Examine thousands of X-rays, CT scans, ultrasounds, and other high-quality medical images with our overlay feature to sharpen your students’ diagnostic skills.
Take a closer look with Smart Zoom

Our virtual microscope allows students to see specimens at any scale. We even pinpoint the information they need to know.

Ulcerative colitis
Incorporate hours of expert video content

Our Library contains hundreds of videos, including chalk talks, explanatory tutorials, and clinical demonstrations.
Ask students to review clinical exam protocols in advance
The Knowledge Library

Simulate patient encounters with your students

Case 1: Abdominal pain

Patient encounter

Patient instructions
- Sit hunched forward and act as if you have severe abdominal pain.
- Point at the middle and upper right part of your abdomen when the examinee asks you about the location of your pain.
- Tell the examinee that the pain is especially bad when they press on the middle and upper right part of your abdomen.
- When the examinee asks you to breathe in while they press on the upper right part of your abdomen, start to breathe in and then stop suddenly because of severe pain.
- You are not aware of the meanings of medical terms (e.g., ultrasound) and ask for clarification if the examinee uses them.
- Use the checklists below for history, physical examination, and communication and interpersonal skills.

Challenge: If the examinee mentions your weight during the encounter, act offended and say, “Are you saying I’m fat?!”
Teaching Tip #2

Use the Question Bank
A 62-year-old man comes to the physician because of a persistent cough for the past 2 weeks. During this time, he has also had occasional discomfort in his chest. Three weeks ago, he had a sore throat, headache, and a low-grade fever, which were treated with acetaminophen and rest. He has a history of hypertension and hyperlipidemia. His father died of myocardial infarction at the age of 57 years. He has smoked a pack of cigarettes daily for the past 40 years. Current medications include enalapril and atorvastatin. His temperature is 37°C (98.6°F), pulse is 70/min, and blood pressure is 145/90 mm Hg. Physical examination shows no abnormalities. An X-ray of the chest is shown. Which of the following is the most appropriate next step in management?

- Esophageal manometry
- CT scan of the chest
Our highlighting feature helps students focus

With the click of a button, students can easily separate the information they need from the distractors to help get them to the right answer.

A 76-year-old woman with a history of hypertension and type 2 diabetes mellitus is brought to the emergency department 60 minutes after the acute onset of left-sided abdominal pain and nausea with vomiting. Three weeks ago, she underwent emergency surgical revascularization for acute left lower extremity ischemia. Physical examination shows left upper quadrant tenderness without rebound or guarding. Serum studies show an elevated lactate dehydrogenase level. Laboratory studies, including a complete blood count, basic metabolic panel, and hepatic panel, are otherwise unremarkable. A transverse section of a CT scan of the abdomen is shown. Further evaluation is most likely to show which of the following?

- Absent P waves on electrocardiogram
- Non-compressible femoral vein on ultrasonography
- Infrarenal aortic aneurysm on abdominal CT scan
- Right atrial thrombus on transesophageal echocardiography
- Schistocytes on peripheral blood smear
The Question Bank

Unsure? Students can ask the Attending

The Attending gives students a push in the right direction, helping them improve their differential diagnostic skills by giving them a better grasp of the logic of the question.

A 76-year-old woman with a history of hypertension and type 2 diabetes mellitus is brought to the emergency department 60 minutes after the acute onset of left-sided abdominal pain and nausea with vomiting. Three weeks ago, she underwent emergency surgical revascularization for acute left lower extremity ischemia. Physical examination shows left upper quadrant tenderness without rebound or guarding. Serum studies show an elevated lactate dehydrogenase level. Laboratory studies, including a complete blood count, basic metabolic panel, and hepatic panel, are otherwise unremarkable. A transverse section of a CT scan of the abdomen is shown. Further evaluation is most likely to show which of the following?

Attending Tip

This woman’s CT findings (wedge-shaped splenic hypodensity) and acute onset of left-sided abdominal pain are consistent with acute splenic infarction. This woman has had two different thromboembolic events in the arterial system.
The Question Bank

Right or wrong, there’s always an explanation

Students will always be presented with an explanation that details why their answer choice was either correct or incorrect.

Quick explanations and direct links to the Library allow students to review relevant material immediately.
The Question Bank

Create and assign unique question sets with our University Sessions feature

Over 5,120+ questions to choose from

Place them in an individual folder

Your students can find them under “My University”

View our step-by-step tutorial here.
Choose material from our selection of online courses

Our modular courses improve students’ knowledge in any subject by pairing articles with question sets. Students can even create their own study plans with topics from your syllabus.
Choose material from our selection of online courses

With each course module, students are able to mark articles as read and test that knowledge directly through the accompanying Question Bank session.
Teaching Tip #3

Use Learning Analytics

Student Activity in AMBOSS Over Time

Library Activity (Chapters)

Qbank Activity (Questions)

Detailed Monthly Library and Qbank Activity

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Learning Analytics

Students stay on track with our learning analytics.

Each student can chart their progress with our built-in learning analytics. They also receive personalized study recommendations to keep them on track.
Learning Analytics

Visualize the impact of your teaching

We’ve built powerful Learning Analytics that allow faculty to analyze your the learning and engagement of your students, identify gaps in knowledge, and adjust your teaching.

<table>
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<th>Questions per session</th>
<th>Questions Completed</th>
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Institutions around the world work with us to innovate their medical school curriculums and support self-directed learning for their students.

Our team supports universities and faculty with:

- Integrating custom learning solutions
- Up-to-date digital medical content for learners
- Formative assessments and licensing exam prep
- Using learning analytics for teaching

...and much more!

Whatever your vision — we’re here to talk it through.

institutions@ambooss.com
All the answers, right here.

Make the right call in every clinical scenario. The AMBOSS Knowledge and Qbank apps give you instant and on-the-go medical knowledge and guidance.

Download the apps for free.

New to AMBOSS? Start your free trial.
Available on the Apple App Store & Google Play Store