# The Sicily Statement on Curriculum: next steps.

Martin Dawes
20 mins
28 slides

#### Content

- Describe the Sicily Statement
  - Process
  - A little of the content
  - The impact
- Next steps
  - Departmental reflection on what we need to do
    - Research
    - Development

#### Statement Process

- Request from the delegates at this conference's final plenary session
- Steering committee prepared the first draft.
- The proposed statement and a topic questionnaire were then circulated to all 86 attendees of the Sicily conference
- Eighteen professions allied to health from 18 countries were represented.
- Suggestions were incorporated and a final paper approved by consensus.

#### What is in the statement

- Evidence-Based Practice
- Why do we need it
- What is the process
- Can we teach it effectively

## Why E-B Practice?

- Health care delivered in ignorance of available research evidence,
  - misses important opportunities to benefit patients
  - may cause significant harm
- Providing evidence-based care is recognised as a key skill for health care workers from diverse professions and cultures
- The ability to deliver evidence-based practice promotes individualisation of care and assures the quality of health care for patients today as well as those of tomorrow

#### What is EBP

- Lots of definitions available
- Definitions are insufficient to explain the underlying processes of EBP and to differentiate between an evidence-based process and evidence-based outcome.

#### EBP Process

The five steps of EBP were first described in 1992 and most have now been subjected to trials of teaching effectiveness.

- Translation of uncertainty to an focused ?answerable question
- 2. Systematic retrieval of best evidence available
- 3. Critical appraisal of evidence for validity, clinical relevance, and applicability
- 4. Application of results in practice
- 5. Evaluation of performance

#### Recommendations

To ensure that future health care users can be assured of receiving 'best practice' regardless of the type or location of the care received

- The professions and their colleges should incorporate the necessary knowledge, skills and attitudes of EBP into their training and registration requirements.
- 2. Curricula to deliver these competencies should be grounded in the "five-step model"

#### Recommendations II

- 3. Further research into the most effective and efficient methods for teaching each step should be fostered, and linked with ongoing systematic reviews on each step.
- Core assessment tools for each of the steps should be developed, validated, and made freely available internationally.
- 5. Courses that claim to teach EBP should have effective methods for teaching and evaluating all components.

## Examples of Teaching Effectiveness

#### Educational Outcome

 The student identifies knowledge gaps during the course of practice and asks foreground questions to fill these gaps,

#### Method

 Presenting clinical scenarios or asking for students to share a problem encountered in clinical practice..

#### Assessment

 The skills can be assessed by presenting a clinical scenario and asking the student to form a focussed, answerable question (included in the Fresno test).

#### Conclusions

- All health care professionals need to
  - understand the processes of EBP
  - recognise it in action,
  - implement evidence-based policies,
  - have a critical attitude to their own practice and to evidence.
- Without these skills professionals will find it difficult to provide 'best practice'.

Effective methods of teaching EBP should be integrated into the clinical setting and routine care so that students not only learn the principles and skills, but learn how to incorporate these skills with their own lifelong learning and patient care.

## Was the publication effective?

- Yes!
- 2<sup>nd</sup> most highly rated in BMC Medical Education >6,500 hits
- Continues to be the most highly rated (590 hits in the last 30 days)
- Cited in the opening plenary at Cochrane 2005
- One citation tracked using Google scholar
- So thank you to all the contributors

School of Public Health



#### DOES EVIDENCE LEAD TO EFFECTIVENESS?

Vivian Lin
Professor of Public Health
La Trobe University



#### PROCESS OF EVIDENCE-BASED PRACTICE (Dawes et al, 2005 – Sicily Statement)

- Translation of uncertainty to an answerable question
- 2. Systematic retrieval of best evidence available
- 3. Critical appraisal of evidence for validity, clinical relevance, and applicability
- 4. Application of results in practice
- 5. Evaluation of performance



## **Next Steps**

#### Effective teaching

We need research

#### What have we done?

- 1. Form a question
- 2. Identify the evidence
- 3. Critical appraisal
- 4. Application of results in practice 9
- 5. Evaluation of performance

We really need to work on these steps – systems to automatically educate me about MY activity

#### McGill

- Over the first year of residency
- Does
  - an EBM teaching session and giving PDA's with Inforetriever
    - compared to
  - PDA's without EBM session
  - lead to improved knowledge?

## McGill Experience

- Develop knowledge test in hypertension, use validated test in diabetes, and CDSS rules for CVD risk
  - Results in press

## Next Steps

#### Effective teaching

- We need research
- We need valid knowledge assessment tools

## Applying for Research

- Systematic review before each grant application
- Time consuming
- Costly

### Next Steps

#### Effective teaching

- We need research
- We need assessment tools
- We need to share the results in some sort of forum and text

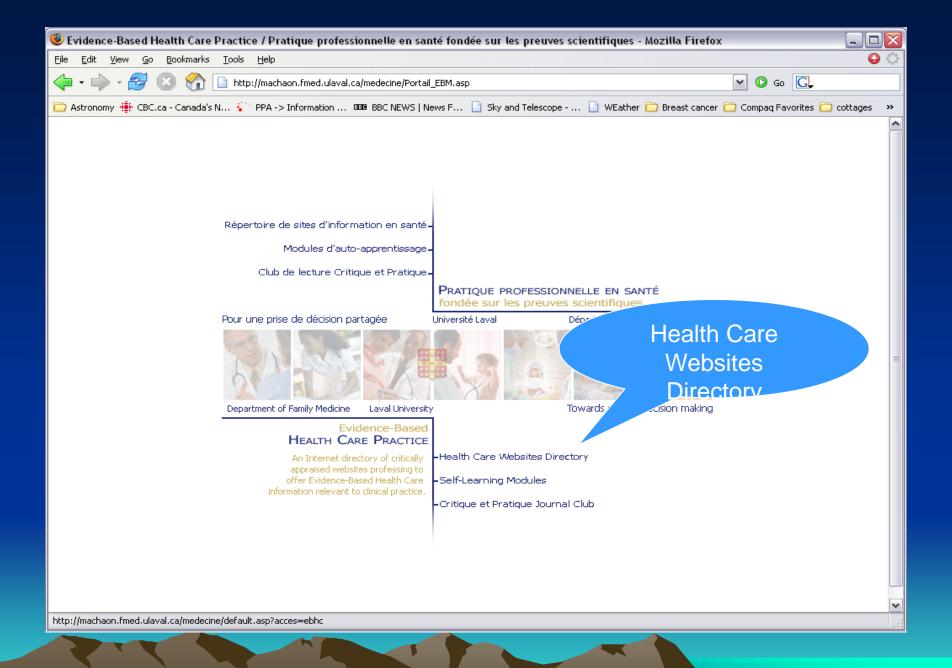
## McGill Experience

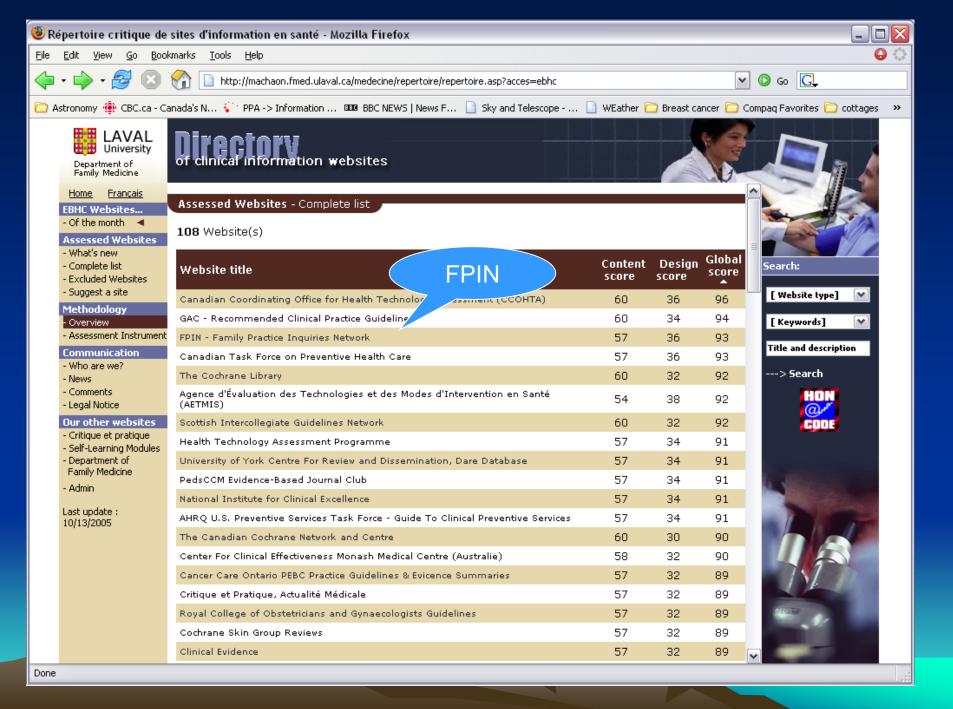
- Which knowledge resources should we be using?
- Uptodate
- Inforetriever
- Pepid
- FPIN
- EBM/ACP/EBN

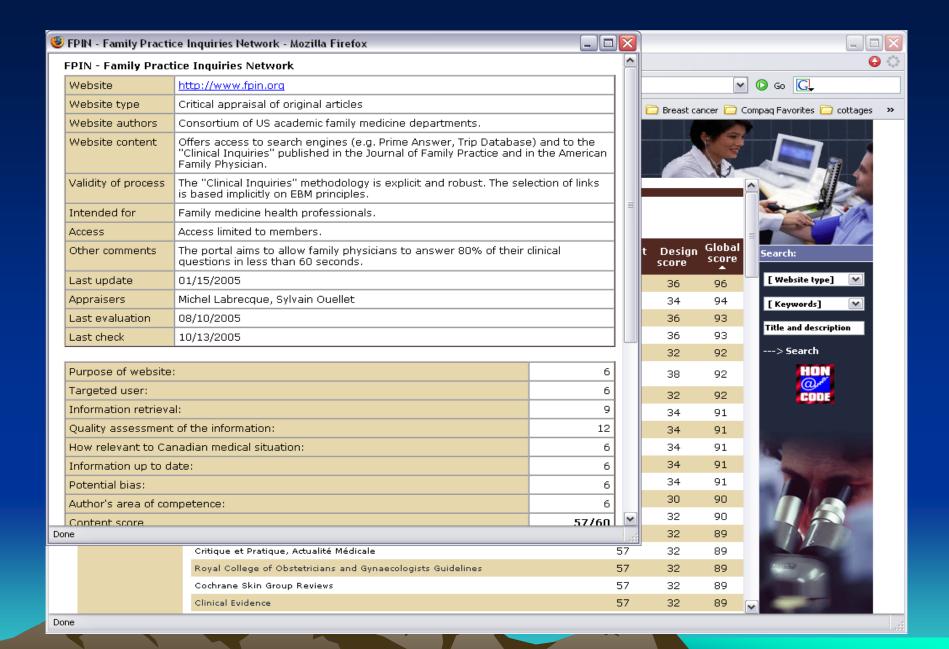
### Next Steps

#### We need research

- We need assessment tools
- We need to share the results in some sort of forum and text
- We need a continual list of resources (thank you Michel Labrecque)







## EBHC Developers Need

- 1. Software assessment
- 2. Explore knowledge translation at
  - Theoretical
  - Practical
- 3. Knowledge assessment tools

#### Processes

EBHC-Teachers & Developers:

Building the foundations for the international organization.

Friday 4pm Kev Hopayian

A Journal

A web site

Other.....

## This is one framework for identifying the next steps

How do we do and teach the following in clinical practice?

- Form a question
- Identify the evidence
- Critical appraisal
- Application of results in practice
- Evaluation of performance