



#### EBHC 3 – Sicily 2005

Designing Problem-Based Learning to promote and evaluate the assessment and integration of patients preferences and values in clinical scenarios by medical students

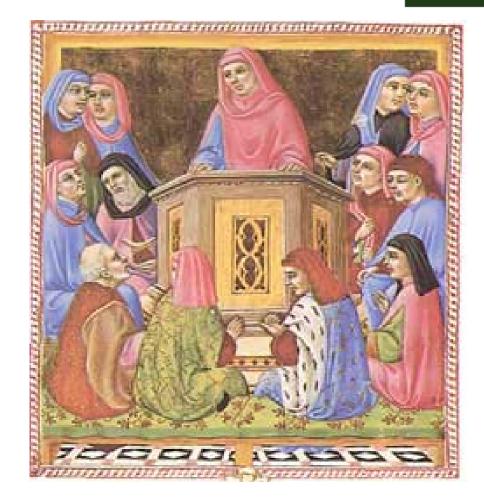
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#### Setting



Established: 1240

Students 20,000 Teachers 900

School of Medicine 3000 Teachers 300 Graduate Students 1000

Frequency = 150 per year

#### **University of Siena**



#### Opportunity

•AISMe (Apprendimento Interdisciplinare delle Scienze Mediche). A small group, PBL-based course for the first 3 years

•About 30 teachers with some experience in the tutorial process. Many from basic sciences. Mostly EBM illiterate

•Course program:

•First year: building team skills using problems based on actuality

•2nd. Problems designed to the knowledge of the sources of biomedical information (literature)

•3rd. Not enough tutors available!

#### **Sneaking in EBM**

Four small group meetings based on 3 clinical scenarios (problems) requiring reading and appraising an original paper on diagnosis of therapy.

5 different tutors with some knowledge of EBM

Additional learning material (in Italian) available on a web site

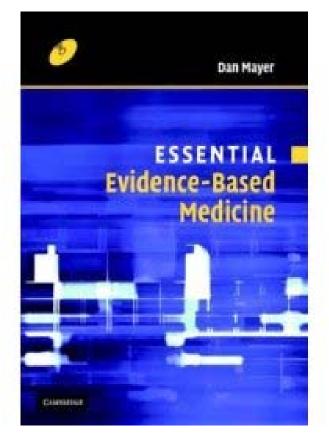
Final evaluation test in a computer room (30 computers)



### **Practicing EBM**

1. Identify problem, formulate clinical query 2. Search for evidence 3. Critically appraise the evidence 4. Apply the evidence according to Patient characteristics Local factors/constraints Patient preferences and values 5.Evaluate your performance (improve)

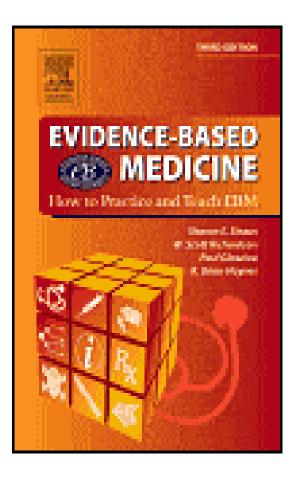
#### **The Masters**



•Excellent, clear presentation of Decision Analysis and other techniques

•Reality check! (disclaimer:) "this is not a model of what doctors actually do now"





#### The Masters

 Good narrative description about diagnostic tests •The "Ka" (simplified) version of Decision **Analysis for treatment** •Hint for teaching: "During morning report"



#### **Pubmed Search**

**1:** Med Educ. 2004 Oct;38(10):1071-9.

Full text

Related Articles, Links

The patient as text: a challenge for problem-based learning.

Kenny NP, Beagan BL.

Department of Bioethics, Dalhousie University, Halifax, Nova Scotia B3H 4H7, Canada. nuala.kenny@dal.ca

"When used in PBL pedagogy, cases continue to convey particular values: they tend to depersonalise patients, privilege the observations and interpretations of medical experts while devaluing those of patients, and exclude the experiences and perspectives of patients and other actors in favour of the medical worldview."

#### Question

Can PBL problems be built and used to promote and evaluate the attitude of undergraduate medical students toward assessing and integrating patients preferences and values in clinical decisions?



#### Methods

Three problems:

•A friend with a swollen knee (ankle) after a fall on a mountain track, Should you carry him to the hospital (20 km away, losing a day of holiday) to have XR?

•Systematic review

•The mother of a child with recurrent otitis media asking about a vaccine

Practice Guideline/RCT

•Each in three flavors (patient strongly asking, strongly against, or neutral about the intervention)





#### AISMe » AISMe3\_2004 » Diari » Problema N.3

Mentre vi godete una vacanza in un campeggio di montagna, torna un gruppo di amici da una escursione, portando Marco, uno di loro, a braccia. Era scivolato lungo il sentiero facendo un ruzzolone di alcuni metri. Era riuscito ad alzarsi, ma dopo pochi minuti si era dovuto fermare perché la caviglia era gonfia e gli faceva male. Anna, la sua ragazza sempre ansiosa, dice che potrebbe essere fratturata e bisogna portarlo subito in ospedale a fare una radiografia (30 chilometri più a valle di strada di montagna, di cui i primi 10 sterrati, praticamente vorrebbe dire perdere un giorno di vacanza). Marco invece non vuole andare. Pensa che gli potrebbe passare e vorrebbe aspettare e vedere come va nei giorni successivi. Come studenti di medicina, Anna vi chiede di intervenire per convincerlo.

√ai a…

Per fortuna il manager del campeggio ha un computer con cui potete connettervi all'Internet. Una rapida ricerca usando le *Clinical Queries* di Pubmed (http://www.pubmed.gov) nella sezione *Find systematic reviews* con la chiave di ricerca ankle fracture vi fornisce 25 referenze, di cui una, Accuracy of Ottawa ankle rules to exclude fractures of the ankle and mid-foot: systematic review, vi sembra particolarmente pertinente ed oltretutto è consultabile per intero gratuitamente. Notate anche che è accompagnata da un breve editoriale che magari vi potrà aiutare a inquadrare meglio il problema.

Decidete quindi di lasciare gli altri a discutere e di dargli un'occhiata prima di dare il vostro parere.

Scrivete poi qui di seguito brevemente (massimo una pagina!) le vostre conclusioni. In particolare:

- Se lo studio vi sembra o no valido e perché
- Quali sono i risultati dello studio
- Se e come ritienete che possano essere applicati al vostro caso

Clicca sul bottone grigio qui sotto (*Inizia o modifica la mia annotazione sul diario*) per iniziare a scrivere il tuo testo qui di seguito, dopo la linea orizzontale.

Buon lavoro!

Inizia o modifica la mia annotazione sul diario

Non hai ancora iniziato questo diario





#### Each of 138 students asked to write a brief comment about:

- •Validity of the study
- Results
- •How to apply to the patient

Blindly evaluated by two independent scorers (Score 0-3) about:

- Assessment about validity
- Assessment about results
- Appropriateness of application
- Recognition of patients values/preferences

Integration of above in the decision process



#### Score

•0 No mention of preferences. No hint that they could be considered ("I would prescribe..", the patient must..")

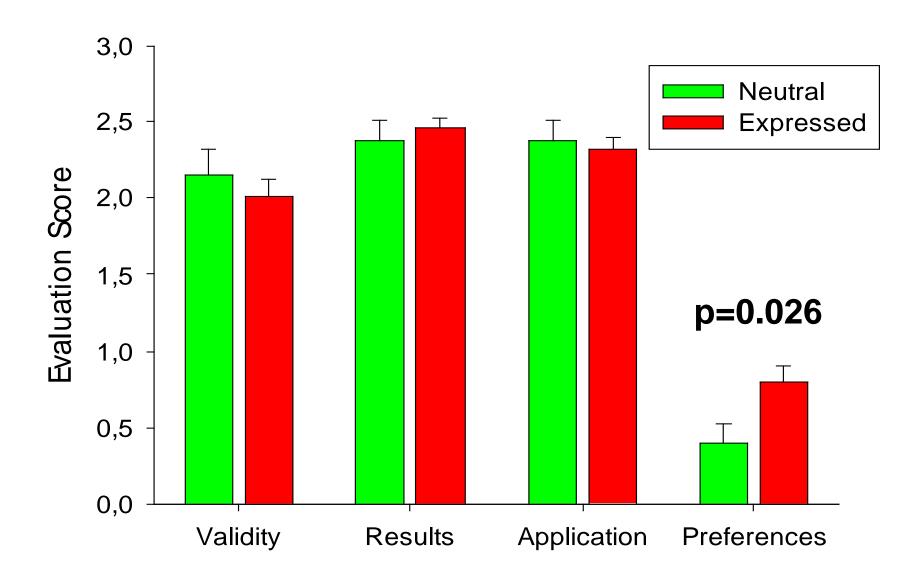
•1 No mention of preferences. Some hints that they could be considered ("I would suggest..", "I would try to convince..")

•2 Indirect mention of preferences ("since the patient is anxious..", when she was actually asking for the intervention)

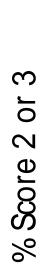
•3 Direct mention of preferences

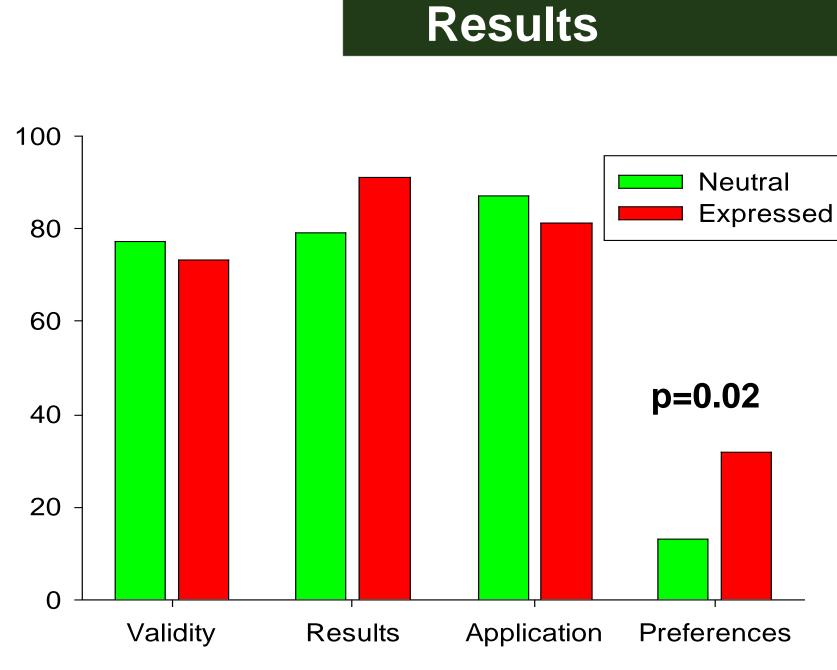


#### Results









### Conclusions

The number of medical students addressing patients views during problem solving is low, but it is possible to use PBLs to promote and to evaluate their interest toward patients preferences and values.

## Find a job that you enjoy and you wouldn't work a single day in your life

Confucius





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# Introducing EBM as a course about medical sources of information

Sestini P, Cintorino M, Aglianò M, Weber E, Battistini M

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