
Evaluation of the First Evidence-Based Healthcare Workshop for Medical Students at the American University of Beirut



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AUBMC

Working Group on Medical Education

- **Established in 1998**
- **Are a voluntary group of faculty from**
 - _ internal medicine**
 - _ family medicine**
 - _ health sciences**
 - _ pediatrics**
 - _ medical librarians**
- **Created opportunities to teach the skills of EBHC to students, staff and peers**
- **Became formally recognized as the EBHC committee in 2003**

Workshop...

- **In October 2001, WGME conducted its first 2-day workshop**
- **Offered to 17 medical students who selected to attend this voluntary workshop**
- **Was led by four EBHC facilitators and two Medical Librarians**

Workshop Objectives

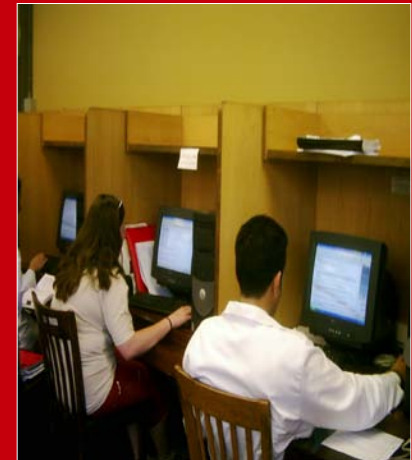
- 1. Introduce EBHC and become familiar with the basic steps involved**
- 2. To become competent in formulating an answerable question**
- 3. To acquire necessary searching skills for retrieval of relevant medical evidence**
- 4. To become familiar with and critically appraise systematic reviews and therapy articles**

What was expected from students before they attended workshop

- Read through the handbook which contained articles on how to:
 - read studies on therapy and systematic review
 - search Medline, PubMed and Cochrane Library
- Prepared three clinical scenarios presenting therapeutic or diagnostic dilemmas

Workshop Content

- **Introductory lectures on what is EBHC, building PICO questions, and searching the medical literature**
- **Hands on searching**
- **Small Group discussions**
 - **Critical Appraisal of Therapy**
 - **Critical Appraisal of Systematic Reviews and Therapy**



Pre-workshop Questionnaire

Results (no of respondents= 16)

Question	No. of correct answers
The practice of Evidence-Based Medicine allows physicians to follow reliable guidelines for patient care without having to exercise their clinical judgment.	16
It is important to write a focused question before conducting a search for evidence because this approach improves efficacy and likelihood of finding relevant material.	16
A database of primary medical literature, such as Medline, generally contains a compilation of only the highest-quality studies.	15
The Cochrane database is a good place to look for reviews of high-quality research, based on clearly stated criteria.	11
In general, studies with large samples have more power to detect statistically significant group differences than do studies with small samples.	16

Intra-Workshop Quiz

During the workshop 2 clinical scenarios were presented

Scenario 1 asked the student

- to formulate a PICO question
- to suggest how best to get original research to answer the question
- how to determine the study's validity
- how would to determine the magnitude of the study results

Scenario 2 asked the student to calculate the RRR, ARR, and NNTs for a specific study

Results of Intra-Workshop Quiz (n=17)

Scenario 1

16 write a well-focused question

17 identify best study design

17 describe search strategy using PICO fragmentation

Validity criteria for therapy (9/17 all, 8/17 half)

Identify AAR, NNT, C.I and NNH (5/17 all,10/17 at least one, 2/17 none)

Scenario 2

calculation of the RRR, ARR, and NNTs

15 /17 correct ARR

17 correct RRR

17 correct NNT

**This has been a collaborative effort by all members of
the EBHC committee**

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Thank you
